



Race to the Top - District

Technical Review Form

Application #0474FL-2 for School Board of Charlotte County FL

A. Vision (40 total points)

	Available	Score
(A)(1) Articulating a comprehensive and coherent reform vision (10 points)	10	10
<p>(A)(1) Reviewer Comments:</p> <p>The plan's overall reform vision is based on Harvard University's <i>Pathways to Prosperity</i> report which has been used as the model for the district wide reform movement and Florida's Race To The Top State grant activities. RTTD will reshape this vision to make it more student centered. As a result of RTTS, work on the four core educational assurances has already begun in the district. The district's focus on creating a variety of pathways for student success including providing multiple career and vocational options, in addition to college attendance, will increase equity by appealing to a broader base among students' interests.</p> <p>The plan's goals are divided into three pathways (Learning, Personal and Stakeholder) and categorized by the 21st Century education framework based on rigor, relevance and relationships. The plan's high level of integration of stakeholders, partnerships, data and curriculum should foster an education system that is more accountability and supportive of students needs and interests.</p> <p>The proposal's plan for data integration is quite extensive and innovative.</p> <p>-The applicant outlines how four main portals (Family, Community, Student and School) will converge to create a comprehensive data system that will benefit the "whole student" and provide personalized student support.</p>		
(A)(2) Applicant's approach to implementation (10 points)	10	8
<p>(A)(2) Reviewer Comments:</p> <p>Overall, the plan's approach to implementing its reform proposal should support high quality LEA and school level implementation.</p> <p>The plan involves all 20 schools in the district because the percentage of students living in poverty (based on the number of student with Free/Reduced Price Lunch status) at all schools district wide is 66% which is higher than the 40% threshold as define by the grant requirements. Thus, the proposal's selection criteria meets the competition's eligibility requirement. The applicant argues that all schools in the district should participate in grant activities since the poverty rate through out the entire district is so high, but the proposal does not specifically state why this selection will ensure that the program's reforms will support high quality implementation at both the district and school site levels.</p> <p>A comprehensive list of all 20 schools with student population figures and the percentage of students who receive free or reduced lunch is provided. The total number of students participating in grant activities is 15, 902 of which 10, 439 receive free or reduced lunch. A chart displaying the percentage of students district wide who are high needs is also included.</p> <p>The applicant did not provide information regarding the number of participating educators.</p>		
(A)(3) LEA-wide reform & change (10 points)	10	10
<p>(A)(3) Reviewer Comments:</p> <p>The proposal contains a comprehensive plan to scale up to support district wide change.</p> <p>-The applicant emphasizes that capacity building was a strong consideration in program development in order to sustain future expansion; for example, the plan prioritizes training staff not outside consultants for professional development</p>		

-In addition, many of the infrastructures and processes that will be scaled up in this proposal such as the integrated data system and site based decision making, have already been established in the district as a result of RTTS; as a result, "component implementation" of various aspects of the current proposed program such as blended learning and individualized professional development for teachers will eventually be able to expand throughout the district since the pathways have already been established

The applicant's well designed, comprehensive plan is based on four core foundations including Human Resources, Professional Development, Data and Technology Integration, and Project Management which provide a basis for implementing the "3 Pathways" reforms which focus on improving student outcomes. This sound foundation should provide the means by which the proposal can reach its outcome goals.

-The Learning Pathway focuses on improving teacher effectiveness, developing career exploration, and enhancing curriculum by developing blended learning options, standards based curriculum and assessments, and expanding opportunities for remediation, acceleration and enrichment

-The Personal Pathway focuses on providing social emotional support to students in the form of mentoring, leadership programs and curriculum programs that focus on goal setting

-The Stakeholder Pathway focuses on providing student support from the community including parents, businesses and community service providers

Implementation of this strong theory of action should lead to enhance student performance and outcomes.

(A)(4) LEA-wide goals for improved student outcomes (10 points)	10	9
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(A)(4) Reviewer Comments:

The applicant's vision for improving students' learning and performance is very competent and should result in improved student learning and performance outcomes.

Performance goals were determined by using a formula which aims for 100% for all students in the change in percentage of students demonstrating a level of proficiency in each category by the end of the grant activities. The applicant's formula for calculating this 100% change in performance on summative assessments by subgroups seem ambitious and achievable.

-For instance, the baseline score for Blacks in reading on the FCAT in 2011-12 was 46%; The goals for 2016-17 post grant activities based on their formula is 73%; this target is ambitious but achievable

In addition, the applicant convincingly describes several performance goals that will result in the lessening of the achievement gap between subgroups. For instance, the plan proposes that the percentage of blacks achieving proficiency in math (grade 7) will increase from 39% to 77% in four years; thus, closing the achievement gap with whites by 18%.

The plan aspiringly addresses increasing graduation rates annually by 2%. The district's graduation rate is already high. Thus, it is ambitious that the district is determined to further increase it by 8% by the end of the grant period.

The plan utilizes the RTT State grant requirements for improving their college enrollment rates which is both ambitious and achievable.

-74% of high school graduates will go to college by 2017

Overall, the high bar set as a result of the proposal's vision in setting ambitious performance measures should result in improved student learning and increased equity.

It is not possible to discern if the goals listed meet or exceed the State ESEA targets overall or by subgroup because the applicant did not include the State targets.

B. Prior Record of Success and Conditions for Reform (45 total points)

	Available	Score
(B)(1) Demonstrating a clear track record of success (15 points)	15	12

(B)(1) Reviewer Comments:

Overall, the applicant demonstrates an impressive record of success in the past four years in advancing student learning and achievement. However, some of the data presented did not show clear improvement in certain subjects such as math .

- The district has been designated as a "high performing district" for the past 9 years
- The state awarded the district an "A" in the last 8 years in regards to eight assessment based measures of achievement including performance and growth in reading, writing, mathematics and science
- The district shows improvements in reading over the last four years on their state's FCAT assessments

Although the applicant provides numerous charts that display the district's ability to meet or exceed the percentage of proficient students in reading compared to the state's percentage of proficient students overall and within each subgroup, some of the charts generally fail to demonstrate an overall trend of improving learning outcomes and narrowing achievement gaps particularly in math. The applicant convincingly outlines mitigating factors that impact this performance including the destruction of several schools by Hurricane Irene and the implementation of more rigorous state standards and the Common Core.

-The implementation of more stringent state testing standards impacted student performance in 2012 as demonstrated by the charts for Charlotte County on the A+ Florida Measures for FCAT scores (reading, math and writing); no discernible trend of improvement is demonstrated in the 4 year period up until 2011

-The charts showing Achievement Gap/Learning Outcomes showed weak results in math particularly grades 3 & 4; most other years barely exceeded state levels and there is little evidence of overall improving trends versus the state

A notable area of performance growth is depicted in the charts for Achievement Gap Comparison for FCAT reading proficiency. The results were strong reporting positive spreads versus state averages almost every year between grades 3 to 10.

This district does not have any low performing schools; thus, the applicant did not address criterion B.1.b. The fact that the district does not have any persistently low performing schools is further evidence of their success in advancing student learning and achievement.

The district makes student performance data available to students, parents and other key stakeholder through its Local Instructional Information System. This network allows parents and students to inform student learning via the web and text technology. The applicant provided an exhaustive list of all of the data, reports and varied functions, this system provides to stakeholders.

(B)(2) Increasing transparency in LEA processes, practices, and investments (5 points)	5	5
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(B)(2) Reviewer Comments:

The district demonstrated thorough evidence in exemplifying high levels of transparency in regards to public access to district and school expenditures. The application includes a detailed annual financial report which is posted on the district website and includes district financial reports and school level cost reports. In addition, salary schedules are posted on the district website.

(B)(3) State context for implementation (10 points)	10	10
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(B)(3) Reviewer Comments:

The district has demonstrated conclusive evidence that appropriate conditions exist within their state to implement the personalized learning environments proposed in the plan.

-The district has significant autonomy because it has been designated as a high performing district by the Florida Department of Education for the past 9 years. This designation allows the LEA an exemption from the provisions in Florida Statutes in Chapters 1000-1013 which pertain to school districts and the rules of the State Board of Education which implement the exempt provisions.

The autonomy resulting from the district's exceptional academic performance should provide the flexibility needed to implement the proposed personalized learning environments.

(B)(4) Stakeholder engagement and support (10 points)	10	10
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(B)(4) Reviewer Comments:

The applicant provides well documented evidence of extensive levels of stakeholder engagement.

-The district conducted a variety of focus groups garnering input from parents, students, teachers, district staff and

school leaders

-The district held a community/business forum in which 40 members attended to contribute ideas to shape the project's vision

-An online survey was posted on the district's website that resulted in 215 responses that provided relevant feedback

A plethora of letters of support are provided by a variety of stakeholders including political appointees such as a U.S. Senator, nonprofits, institutes of higher education, and a hospital. These letters were individualized and demonstrated authentic support for the proposed plans.

-For instance, MOTE Marine Laboratory's letter outlines their enthusiasm for the project and promises to provide STEM research and career exploration experiences for students.

The application was signed by the local teacher's union which provides evidence that teachers support the proposed plan.

(B)(5) Analysis of needs and gaps (5 points)

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3

(B)(5) Reviewer Comments:

The applicant provides a limited plan to analyze the district's current status and capacity to implement personalized learning environments.

-An Advisory Council comprised of school site and district level educators, parents, students and partner stakeholders will be formed to collaborate quarterly on decisions regarding the implementation plan; however, little details were provided about how this body will assess the district's current status and ability to implement personalized learning environments.

The applicant provides adequate rationale justifying the proposal's method of reform and how it will address student needs.

-The applicant cites **Student Success!** to demonstrate the district's overall mission to create an inclusive, innovative learning environment for all students

-The applicant acknowledges the need to assist teachers in creating highly differentiated and relevant lessons for students

C. Preparing Students for College and Careers (40 total points)

	Available	Score
(C)(1) Learning (20 points)	20	18

(C)(1) Reviewer Comments:

The applicant's Pathway plan presents a strategy for improving learning and teaching by allowing students to personalize their education by choosing a career interest that is then integrated with "an inter-connected network of relationships" with key stakeholders.

The plan's goal centers around improving learning and teaching focuses on the development of three pathways (Personal, Learning and Stakeholder) and fulfilling specific goals objectives which highlight rigor, relevance, and relationships.

The plan's thoughtful Personal Pathway component includes leadership programs that should empower students to take ownership of their education and lives and foster deep meaningful educational experiences for students.

-7 Habits of Highly Successful People, The Leader in Me, and the 7 Habits of Highly Successful Teens are examples of programs that will promote personal success and goal setting and accomplishment

-Career education and various vocational assessments will allow students to identify career interest so that they can personalize their learning plan and adapt relevant college and career ready goals

-Engaging curricular projects such as Model United Nations, mock trials and Science/History fairs will promote goal-setting, teamwork, perseverance, critical thinking, communication, creativity, and problem-solving among students

-The establishment of key partnerships will positively impact students' learning experiences providing exposure to real-world applications of their learning

The applicant does not properly address how the district will ensure students have access and exposure to diverse cultures

contexts and exposures.

-The only strategy described is that educators will take a professional development course called *Culturally Relevant Curriculum*; this tactic alone will not create an inclusive culturally diverse learning environment

A well-developed Student Progression Plan is included that offers students an array of options for students to personalize their educational experience, achieve learning goals efficiently and facilitate timely graduation.

-Some of the instructional approaches students have access to include Home schools programs, virtual schools, blended programs and a comprehensive model

The applicant's plan for ongoing and quality feedback towards mastery of college and career ready standards is sound.

- Standards Based Quarterly report cards measures work completed in class

- iObservation system for teacher observation ensures teachers use clear learning goals with rubrics and feedback

-Periodic district assessments for Reading, Math, Science and Writing

- Student, School, Family and Community Portals will integrate a variety of data systems while giving students and key stakeholders continuous feedback data such as support for meeting college and career ready graduation requirements mandated by the state

-The Portal will provide students will individualized recommendations for courses and programs

-Students will be able to create a digital portfolio on the Portal to supplement their resume

- Career Advisory Groups (CAG) will allow students to network with professionals working within a specific career field via the Portal

The applicant describes adequate strategies to ensure that high needs students are on track for meeting college and career ready standards.

-The district will provide guidance counselors and special education/ELL liaisons to assist students and parent and offer special informational meetings

-Pertinent data concerning high needs students will be embedded in the Portal ensuring equitable access to all students

The plan fails to include mechanisms to provide training and support to students that will ensure that they understand how to use the tools and resources provided to them. Although online training modules for students will be available, the plan does not address how students will be supported in this training process.

(C)(2) Teaching and Leading (20 points)

20

19

(C)(2) Reviewer Comments:

The applicant provides a detailed plan for teacher professional development and clearly describes its approach and understanding of its framework as it is related to improving instruction and assisting students in meeting college and career ready standards.

- Marzano Art and Science of Teaching Framework, Florida's Student Services Personnel Evaluation Model, and Florida School Leader Assessment are research based frameworks currently being implemented to improve teacher efficacy; these professional development programs should support teachers in their ability to adopt instruction to facilitate high grade personalized learning; thus allowing students to meet college- and career-ready standards

-Software that personalizes and differentiates professional development for teachers by identifying target areas will be implemented; this innovative computer program should provide essential feedback that will enhance teacher performance

Intuitive software in the Portal data system will assist teachers in frequently measuring student progress by sending out alerts and triggering recommendations for appropriate resources when students do not meet college and career ready standards and requirements.

-This feature will greatly assist the teacher in monitoring student progress, personalizing students learning environments and informing teacher practice

The district's professional development plan includes a variety of components that should enhance participating educators' ability to use tools, data and resources to accelerate student growth.

-The district's research based professional development program called Lesson Study will allow participating educators to

research actionable information and learning approaches to enhance student achievement

-The Professional Development action plan will focus on standards based reporting and the Common Core Standards and Continuous Improvement

-The district will increase the number of days devoted to professional development

The district is currently in negotiation with the teacher's union in regards to how to provide incentives to encourage effective and highly effective teachers to teach in hard to staff schools. This should have a positive impact on the number of students who receive instruction from effectively and highly effective teachers.

The overall plan lacks details regarding how it will provide teachers with the technical assistance and training needed to utilize the Portal system effectively.

D. LEA Policy and Infrastructure (25 total points)

	Available	Score
(D)(1) LEA practices, policies, rules (15 points)	15	15
<p>(D)(1) Reviewer Comments:</p> <p>The district central office configuration and Board policy are organized to provide support and services to all participating schools and students.</p> <p>-Organizational chart provided shows departments that support student welfare and achievement; namely the Learning Division and the School Support Division</p> <p>-Board approves and supports Student Progression Plan which outlines pathways for the placement, promotion acceleration and retention of all students within the district</p> <p>The district has high levels of experience in sharing decision making with school leadership teams and the teacher's union.</p> <p>- Each school has a Partnership and Performance Council (which includes the principal, an union elected teacher and other elected staff) that is responsible for facilitating personalized learning and develops the school's improvement plan; this committee determines how the school resources will be allocated</p> <p>-Teachers share teacher hiring process with the principal; administration hiring is conducted by district staff, teachers, parents, school leaders and the superintendent</p> <p>-Schools set their own daily schedules</p> <p>-Other key decisions regarding school calendars, course offerings, etc are made by collaborative, representative committees of suitable stakeholder such as school and/or district leaders, teachers, support staff, parents, community, and students</p> <p>The district's Student Progression Plan affords students the opportunity to accelerate and earn credits through an array of options in their Academically Challenging Curriculum to Enhance Learning Option. For example, the district's Credit Acceleration Program allows students to earn high school credit by showing mastery of a subject by scoring, teacher recommendations and other requirements. This process gives students opportunities to master standards at multiple times and in multiple ways.</p> <p>Students with disabilities, English Learners and any student who does not meet district or state levels of achievement will be provided with a progress monitoring plan and/or an IEP. These students will be monitored by a multi-tiered system of academic and behavioral supports which will problem solve and make data-based decision-making to improve their educational outcomes.</p>		
(D)(2) LEA and school infrastructure (10 points)	10	7
<p>(D)(2) Reviewer Comments:</p> <p>The applicant successfully proves that the district's and schools' infrastructure will support personalized learning.</p> <p>-The district's Local Instructional Information System is in the process of being upgraded by RTT state funds; it will allow integration and access of key data systems supported by up to date technology enhancing personalized learning and improving</p>		

communication between key stake holders; grant funds will assist families who can afford internet access at home; district policy will allow students to utilize person computing devices at school; schools will allow students to check out devices and computer learning centers will be open twice a month during weekends to increase family access

The applicant does not convincingly ensure that students, parents, educators and other stakeholders will be provided sufficient technical support based on the high technological scope of the proposal.

-It is not clear if the hourly paid technical assistants hired at each school will be able to provide all of the support required to maintain the Portal and digital learning environments; these technical assistants are the project's main form of technical support

-User training for the Portal system and other digitized learning tools has not been adequately addressed in the application

The Portal system is an information system that will allow parents and students to export information in an open data format and to use the data in other electronic learning systems.

-Remediation and accelerated courses will be available via the Portal

-Career Readiness workshops will be accessible

-Student learning plans will be monitored via the Portal

The district's Local Instructional Information System will integrate with the Portal System; thus, ensuring that the district's and schools' data systems are interoperable.

-These systems will give teachers access to human resource, budget, instructional improvement and student data, in addition to professional develop materials that is aligned with their needs

The proposal does not include plans about the capacity of their data system to allow parents and students to export their information in an open format.

E. Continuous Improvement (30 total points)

	Available	Score
(E)(1) Continuous improvement process (15 points)	15	15
<p>(E)(1) Reviewer Comments:</p> <p>The district practices a variety of strategies that should ensure regular continuous improvement and feedback.</p> <ul style="list-style-type: none"> - The Partnership and Performance Councils at each school will examine, discuss and give recommendations regarding the implementation of the proposal and school improvement plans -Parent participation on the School Advisory Committee and make recommendations regarding school improvement - District Advisory Committee includes key stakeholders and makes recommendations regarding district level improvement -The Project Director will meet with leadership teams regularly to make RTTD program improvements -The Local Instructional Information System should monitor data for the different pathways and provide information for continuous improvement -The district's Public Information Officer will be responsible for making the data associated with RTTD public 		
(E)(2) Ongoing communication and engagement (5 points)	5	5
<p>(E)(2) Reviewer Comments:</p> <p>The plan's main strategy for ongoing communication will be the Portal system. This systems provides a connected pathway for all stakeholders to share and exchange information and communications. The plan also includes more traditional forms of communication such as meetings, web-site, focus groups, newsletters, telephone, and e-mail.</p>		
(E)(3) Performance measures (5 points)	5	3

(E)(3) Reviewer Comments:

The applicant provides goals for 9 performance measures. While this is less than the suggested 12 to 14 performance measures, projected performance target measures for the goals that were provided seem reasonably ambitious.

- Ambitious performance measures for students whose teachers and principals are highly effective and effective are included
- The applicant provides aggregate 2016-17 career readiness targets of 100% for subcriterion b and c for grades 9-12 which seem reasonable and ambitious

The applicant did not fully complete criterion E.3 because it did not address the following requirements for each of the performance measures that was generated specifically for the program:

- A rationale for selecting that particular measure
- How the measure will provide rigorous, timely, and formative leading information tailored to its proposed plan and theory of action
- How it will review and improve the measure over time if it is insufficient to gauge implementation progress

Although the applicant cites that an evaluation team will assist in constructing measurements around college and career readiness, this criterion is not met because the measures are listed as "TBD" in the Performance Chart.

- The applicant did not define performance measures and provide the detailed projections for Grades 9 to 12, sub criteria b, c, and d

Furthermore, the plan omitted crucial data that should have been supplied in regards to the performance measures.

- For instance, the data supplied for grades 9 – 12, criterion a, which focus on the percentage of students who submitted FASA forms, was incomplete because the numbers making up the numerators and denominators of the percentages were omitted. Similarly, the data supplied for Grades 4 -8, criterion a, also omitted numbers making up the numerators and denominators for the shown percentages.

(E)(4) Evaluating effectiveness of investments (5 points)

5

5

(E)(4) Reviewer Comments:

The evaluation process for the project will be outsourced to an external agency. This should increase the likelihood of a more impartial assessment of grant programming. Quantitative data collected from the evaluation team such as test scores, students' post-secondary plans, rates of college credit attainment and high school graduation will measure the effectiveness of grant funding. Qualitative data such as student surveys, interviews, and focus groups will measure non-academic outcomes. The results from the midyear and end of the year evaluative reports produced by this team will become the catalyst for program improvement.

F. Budget and Sustainability (20 total points)

	Available	Score
(F)(1) Budget for the project (10 points)	10	7

(F)(1) Reviewer Comments:

The applicant's plan demonstrates that project funding needs can be met by the requested grant funds on a reasonable and sufficiently justified basis, although there are some weaknesses in the plan.

A notable strength of the plan is the attention paid to professional training and development, exemplified by \$84,000 professional development allowance for Lead Teachers to learn from experts in the field and to share this information back to the school staff. Other relevant initiatives of this type exist throughout the budget.

Within the Project Management foundation budget, \$1.1million is allocated to "Project evaluation by an external evaluator" in the 1st. year showing a strong commitment to project accountability and a strong positive signal to stakeholders overall.

The plan outlines an additional \$50 million in funds to come from other sources that will be used for the project. The application was unclear about the proposed sources of these funds, providing no break down or detailed information.

Furthermore, the proposed use of these funds was not made clear. A significant example is seen in the 1st year of the "Learning Pathway" budget under "funds from other sources used to support the project" for \$8 million. The intended

use of this significant amount was not made clear.

The Professional Development foundation budget outlined a plan to hire 19 Lead Teachers to provide coaching assistance and support to teachers. It is questionable, with the high level of instructional support necessary to implement grant activities, how much capacity the lead teachers will have to interact with both students and the other stakeholders since their job describes requires that they be the "primary school based staff member to integrate all the components of the pathways project". It is not convincing that the funds allocated for these positions are adequate.

The Data and Technology budget plan shows an hourly rate of \$12 for technology staff team members. This rate seems low and raises questions as to whether the caliber of expertise and availability of technology service staff will meet the needs of the complex technology platform associated with this project from a user service perspective. This issue will be particularly significant in the early ramp-up phase of grant implementation.

The position of Career Advisory and Volunteer Manager outlined in the Stakeholder Pathway budget plan has a responsibility to reach out to parents of student communities. It is not clear if one position dedicated to this important role is suffice.

The cost for the Human Resources Manager and Administrative assistant positions seems too high as disclosed in the Human Resources Foundation budget. The budgeted cost for these positions is \$436,515 which seems inexplicably high since it is not explained in the supporting notes.

Overall, the vast majority of the budget presented seems reasonable considering the extensive nature of the proposed project's scope of work.

(F)(2) Sustainability of project goals (10 points)

10

9

(F)(2) Reviewer Comments:

The applicant has a high quality plan to reduce ongoing program costs so that grant programming is sustainable after funding ends.

-The district will eliminate positions such as the Career Advisory/Volunteer Coordinator, the Project Director and Administrative Assistant, the Human Resources Manager and the Data Assistant and incorporate their responsibilities into existing positions and other departments.

Some key positions such as Lead Teachers will be funded through alternative revenue sources such as Title 1.

The sustainable plan calls for eliminating 19 Instructional Materials/Assessment Assistant and Tech Assistant positions by blending their responsibilities with permanent staff at the school sites. The removal of such key technical support for a project that is so heavily technologically dependent could compromise the integrity and quality of the program.

The district provides a comprehensive list of providers for essential ongoing costs including district funding Capital Outlay and equipment budgets (which includes the Technology budget), Title I funds, Remediation and Instructional Material funds, donations and in kind services and other grant sources

Competitive Preference Priority (10 total points)

	Available	Score
Competitive Preference Priority (10 total points)	10	7

Competitive Preference Priority Reviewer Comments:

The proposal includes a chart with an exhaustive list of 28 service providers who have the potential to provide a myriad of support and services to participating students and parents. These partnerships will augment district and school resources and address students' social, emotional, and behavioral needs.

-21st Century Learning Centers partners which include the Boys and Girls Club and Charlotte County Government, and with New Operation Cooper Street, will partner the district to provide relevant summer and after school programming for participating students

Although the performance measures for the Competitive Preference aligns with the applicant's broader RTTD educational goals, they do not necessarily target the social, emotional and behavioral needs of participating students and families

-Out of the 9 performance measures, only three are oriented around "family and community"; two of which focus on developing Career Advisory Groups and "policies, systems and relationships" with community partnerships

The Project Director will engage in “collaborative processes” with partners to examine program results, to gauge if adequate resources are being invested and to implement ideas for program improvement. The applicant does not describe how the Project Director will engage partner in focusing on students with special needs.

The applicant states that the overall proposal will be implemented in stages in order to ensure that proper training and professional development takes place. It neglects to state specifically how other high needs students and communities in the district will receive services.

According to the applicant, the participating schools host a plethora of social services for participating students and their families

- Adult education programs are available for immigrant and refugees
- Title I Family Centers provide information and computer use to parents
- County agencies provide services around mental health and substance abuse

These existing partnerships will help accompany an expansion of additional social services as needed.

The applicant provides a chart with a description of 4 surveys and studies that will assess the needs and assets of participating students that will improve the education and family/ community supports.

-The Children’s Services Council will administer a study to district families that will align school learning objectives to the assets students experience in their families.

-The data collected from these studies and surveys will be used to shape participating schools’ improvement plan and grant activities.

The district already has appropriate systems in place to facilitate group decision making to support individual needs of participating students.

-The Partnership and Performance Council which includes key stakeholders will review data and make decisions regarding program improvements

The applicant fails to address how students will be involved in decision making about solutions to address student, family and school needs.

The applicant’s parental engagement plan is limited.

-Although the plan encourages parents to be active in their School Advisory Councils, the plan does not include other significant ways parents can engage in decision making especially around students’ and families’ social, emotional and behavioral needs

The district will contract with an external evaluator to monitor program progress and outcomes. This should ensure timely, regular feedback to resolve challenges and problems.

The applicant includes clearly stated yearly desired results for each of their performance measures.

-For instance, library enrollment and book club membership should increase amongst preK students from 450 (baseline-2012) to1100 by 2013-14; 50% of entering kindergarteners should have improved early literacy skills by 2016-17

Absolute Priority 1

	Available	Score
Absolute Priority 1	Met/Not Met	Met

Absolute Priority 1 Reviewer Comments:

Overall, this applicant has coherently and comprehensively met Absolute Priority 1 because it has developed a proposal that should successfully address the core educational assurance areas to create learning and teaching environments that are personalized and aligned to college and career ready standards and requirements.

-The district’s adaption of Next Generation Sunshine Standards and Common Core Standards has resulted in increased state

and district level performance measures; a key component of the plan's professional development component is to align curriculum with these standards resulting in increased student performance

-The plan's integrated data system (The Portal) will provide a cohesive interface that will connect key stakeholders such as students, parents, teachers, staff and community members; as well as provide student performance data, recommendations for student and teacher performance and career choice options; this system will personalize student learning and teacher professional development and make what students learn more relevant

-The proposal's plan to expand and personalize professional development options for teachers should increase teacher effectiveness; incentives offered to highly effective teachers to teach in hard to staff schools will increase the number of students who have access to highly effective teachers

-The plan's diversification of pathways to earn credits should accelerate student achievement, help close the achievement gap and increase the graduation rate

Total

210

187



Race to the Top - District

Technical Review Form

Application #0474FL-3 for School Board of Charlotte County FL

A. Vision (40 total points)

	Available	Score
(A)(1) Articulating a comprehensive and coherent reform vision (10 points)	10	10
<p>(A)(1) Reviewer Comments:</p> <p>The application submitted by the Charlotte County Public Schools provided a comprehensive and coherent reform vision for the entire district. CCPS presented evidence of diving deep into the data and culture to understand their students in a focused effort to achieve the goals of the RTT-D Grant. The evidence from the applicant's efforts led to self-identification that the district and students had become complacent and collectively lacked enthusiasm. Thus leading them to create the reform vision that is based on the Harvard University's <i>Pathways to Prosperity</i>. <i>Pathways to Prosperity</i> is a research-based program comprised of three pathways (learner, personal and stakeholder) intended to embed a systemic change that will facilitate a sustainable culture change for students, staff and the community. The plan will benefit the whole student through the development of comprehensive portal for students, families, school and communities.</p> <p>The applicant's mission builds upon the four core educational assurance areas of adopting standards and assessments that prepare students to succeed in college and the workplace and to complete in the global economy; building data systems that measure student growth and success, and inform teachers and principals with data about how they can improve instruction; recruiting, developing, rewarding and retaining effective teachers and principals especially where they are needed most; and turning around lowest-achieving schools. For example, the applicant's mission includes the four portal system that will serve students, schools, families and community. The mission also includes three pathways to prosperity include personal, learning, and stakeholder that is anchored by rigor, relevance and relationships.</p>		
(A)(2) Applicant's approach to implementation (10 points)	10	9
<p>(A)(2) Reviewer Comments:</p> <p>The applicant presented a clear description in the decision of selecting all 20 schools within the district for participation in the grant. The application listed information on total student population, Free and Reduced Lunch population and percentage for</p>		

each school within the district. The district-wide FRL of 66% exceeds the eligibility requirement of 40% FRL. The site FRL percentages range from 49% to 98% throughout the district. The application lists district-wide data for total number of students participating of 15,902. Data was provided within the high need category including homeless, exceptional student, English Language Learners, at-risk for graduating on time and FRL. No data was provided on the number of participating educators.

(A)(3) LEA-wide reform & change (10 points)	10	10
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(A)(3) Reviewer Comments:

The Pathways to Student Success project presented a high quality plan that is designed to serve all schools and all students within the district with a scale up and scale out over the course of four-year grant. The Theory of Change models include the three pathways of learning, personal and stakeholder, which are supported by foundational components of data and technology, professional development, human resources and project management. In addition, the pathways are anchored by the components of rigor, relevance and relationships. The Theory of Change models provide explicit information and strategies for intermediate outcomes of improved knowledge, attitudes, instruction, learning and relationship.

A clear strength of the plan is the foundation built by the Florida Race to the Top grant and the existing collaboration amongst the stakeholders, including the school board, district administration and teacher and support employee union organizations. The RTT-S grant provided the framework for the inter-connected portals of data systems, which will be expanded within the RTT-D grant to include portals for families, school, community and students.

(A)(4) LEA-wide goals for improved student outcomes (10 points)	10	8
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(A)(4) Reviewer Comments:

The applicant's vision includes the *Theory of Change Pathways* improve student learning, performance and equity. The pathways are also anchored by rigor, relevance and relationships. The applicant provided an informative description and history of the ongoing changes in Florida State standards and assessments. The across-the-board increased percentages are ambitious, yet achievable. The proficiency data for the Exceptional Student Education population is also considerably lower than other subpopulations.

B. In an effort to decrease the achievement gap, the applicant proposed a more aggressive formula for setting targets for subpopulations with scores lower than the state proficient percentage. The data revealed a consistent achievement gap in reading for white students in grades 3-10. No other strategies were included in decreasing achievement gaps.

CCPS's mathematics achievement data in grades 3-8 indicated an alarming number gaps as compared to state proficiency data. Each grade level included data for nine student subpopulations, to equal a total of 54 data points in grades 3-8. Of the 54 data points, there were 33 areas (61%) that CCPS students scored lower than the state proficiency percentage.

C. The applicant presents an ambitious plan to increase the overall graduation rate to 90.4% in the 2016-17 school year. The approximate 2% annual increase for the five ethnic populations is appropriate considering the high baseline graduation rate. However, there was no graduation data listed for ELL, FRL or ESE students, which had been included in previous data charts. Also absent was comparison data for the state graduation rates in the nine subpopulations.

D. The applicant presents data for state and LEA goals for college enrollment, college credit earning rate and percentage of 9th graders earning a minimum of one year of college credit. The applicant has stated an ambitious goal for increasing the college enrollment (49% to 74%) and 9th graders earning a minimum of one year of college credit (20% to 44%). The applicant does not include any other strategies to college enrollment other than the stated goals.

B. Prior Record of Success and Conditions for Reform (45 total points)

	Available	Score
(B)(1) Demonstrating a clear track record of success (15 points)	15	11

(B)(1) Reviewer Comments:

The applicant demonstrates a mixed record of success during the past four years in advancing student learning and achievement and increasing equity in learning and teaching. The applicant has been designated as an *Academically High-*

Performing District by the Florida State Board of Education for nine consecutive years.

The applicant acknowledges the achievement challenges and also includes three possible considerations influencing the lack of gains: ongoing changes in state standards and assessments, including increased rigor and end-of-course exams for some subjects; the destruction of 6 of 20 schools in 2004 caused by Hurricane Charley; and the 12% decrease in operating budgets and pupil allocations.

Specific data presented in the CCPS Trends on the Eight A+ Florida Measures in the appendices reveal a flat achievement record for three of the previous four years, with a drop in achievement in the most recent year in reading, mathematics and writing. Science scores only dipped by 1% in the fourth year. As previous noted, there is an overall drop in the percentage of students making learning gains in mathematics. The applicant presents information on the increase in Career and Technical Education opportunities from 1 to 4 schools participating, the number of certifications earned increasing from 44 to 116, and the total number of certifications offered from 11 to 16. Similarly, the number of Advanced Placement exams taken has increased from 479 to 917 since 2004. In spite of the large increase of total AP exams taken, the percentage of students scoring a 3 or above has only increased from 60.5% to 66.2% during the same time frame.

Graduation rates have bounced up and down from 81.6% in 2006/07 to 80.2% in 2010/11. Data for CCPS students enrolling in college has also shown an up and down movement from 65.6% in 2007/08 to 69.68% in 2010/11. The percentage of ACT-tested students ready for college-level coursework in 2011 is 17%, the same as the state percentage.

B. No low-achieving schools have been identified within the district.

C. The applicant includes limited information on making student performance data available through the Local Instructional Information System and portals. The only communication method included was through a technology platform.

(B)(2) Increasing transparency in LEA processes, practices, and investments (5 points)

5

5

(B)(2) Reviewer Comments:

The applicant included hundreds of pages of documents demonstrating a high level of transparency in the four categories of school-level expenditures from State and local funds. The complete Annual Financial Report (2011), complete listing of personnel salaries, 2012-2013 Annual Budget, and 2012-2013 Interim Salary Schedule Book. The application stated that the LEA budgets and salary schedules are also listed on the district website.

(B)(3) State context for implementation (10 points)

10

8

(B)(3) Reviewer Comments:

The district has been granted significant autonomy and status under Florida's regulations as a result of being designated as a High Performing District. Evidence of the special designation was attached in the appendices from an email from the Florida DOE. However, the application lacked specific information regarding how this autonomy would affect the implementation of personalized learning environments and specifically the *Pathways to Prosperity* project.

(B)(4) Stakeholder engagement and support (10 points)

10

10

(B)(4) Reviewer Comments:

The applicant provided a comprehensive account of stakeholder engagement, including specific comments from participants, in guiding the focus of the application goals. The opportunities for face-to-face focus group discussions for parents groups (8/31/12, 9/17/12 and 8/27/12) and teacher groups (8/28/12, 8/29/12 and 8/31/12) were varied in dates and locations. An online survey was also available for parents, students, community members and staff members. The two questions revolved around better individualized instruction for students and additional supports for students to increase opportunities for success. Evidence was provided of the survey and individuals that opened the survey to provide feedback. District representatives were joined by the teachers' union and support personnel presidents for a business and community members' meeting on 10/1/12. In an effort to solicit what business and community leaders desire for the district graduates, information was gathering through a list of *Be, Do and Have* items. The applicant provided letters of support from a broad spectrum of stakeholders including United States Senator Bill Nelson, and a variety of other key stakeholders, including parents, local civic and community-based organization, and instructions of higher education that were unique to the stakeholder's involvement. The LEA's collective bargaining unit has submitted a letter of support for the RTT-D grant application was also provided by Charlotte's Florida Education Association president, Patrick Keegan.

(B)(5) Analysis of needs and gaps (5 points)

5

3

(B)(5) Reviewer Comments:

The applicant provides a limited plan for an analysis of the the current status in implementing personalized learning environments. The applicant depicts the current status within the district as a culture in which "many students are not engaged or lack a passionate vision for the own success." This self-assessment does not include any data or evidence to support that finding.

The plan relies upon the findings reported by the outside evaluation reports, lagging and leading indicators of learning, assessment data, teacher observation data, and information from other sources. The applicant proposed Marzano's *Art and Science of Teaching* framework to create highly differentiated and relevant lessons for students. An advisory council will be formed to include members from all stakeholders, district level educators, parents, students and partner stakeholders. The project director will meet with the council quarterly to review and provide ongoing guidance and recommendations for the project. The applicant will rely on the new portals (family, school, community and student) for an integrated communication network. There was no information identifying needs and gaps that the plan will address.

C. Preparing Students for College and Careers (40 total points)

	Available	Score
(C)(1) Learning (20 points)	20	17

(C)(1) Reviewer Comments:

CCPS's application provides an extensive description of the district's high quality plan to prepare all students for college and careers. The application narrative provides evidence that CCPS adheres to school improvement through a research-based systems approach. The Pathways Approach model was presented in an expanded form in the Introduction, and now in a compressed model in section C.

The applicant selected Dr. Steven Covey's books, *7 Habits of Highly Successful People*, *The Leader in Me*, and the *7 Habits of Highly Successful Teens* to build the framework and understanding of self responsibility and a common language.

The applicant's focus on the *Personal Learning Pathway*, *Choices* interest survey, and *ASVAB* assessment will support personalized learning through identifying a student's strengths. The 16 Doorways to the Future and various co-curricular opportunities offered within the school setting and community/higher education provide multiple areas for students to pursue interests and achieve their goals.

The plan of creating parent partnerships and community partnerships will provide a mutual benefit to students and the community volunteers. Through the development of partnerships, especially with the local workforce board, students will receive up-to-date data regarding the 16 career paths (Doorways to the Future), including up-to-date information on the current demand within each of the 16 doorways. The applicant's plan to create opportunities for students to self-select topics for study in many classes will be a welcome change for students in achieving a personalized learning environment.

The applicant included a single strategy of offering a *Culturally Relevant Curriculum* through the Charlotte Academy of Professional Educators (CAPE) to address the access and exposure to diverse cultures, contexts, and perspective to motivate and deepen individual student learning. This single strategy does not present a systemic or deep approach in addressing diverse cultures.

The applicant highlights a new personalized sequence of instructional content and skill development, blended learning scenarios and competency based classes. The applicant offers acceleration through virtual K-12 and in grades 6-12 where appropriate. The inclusion of dual credit, AP, AICE and credit bearing classes offered in higher grades is sound. The applicant's blended learning and competency-based classes will offer students choice for a personalized learning environment. The CCPS Portal system is a tool that will provide two-way communication, timely feedback and access for digital instruction and learning.

The applicant assures high-quality content to be assessed through FCAT or End of Course (EOC) exams, coupled with ongoing and regular feedback with the new software and the development of standards based report cards.

Career Advisory Groups, comprised of adults working in a specific career field, will be networked with students through the portal system for students, parents and teachers to receive information on career interests, contact professionals within the field, and apply for internships/apprenticeships.

CCPS has considered the impact of a Bring Your Own Device (BYOD) program through the lens of equity and access. The portals will have instructional tutorials for students and parents. The portal system will be monitored and evaluated to assess the degree of usage.

The mechanisms to provide training and support to students is addressed through the Data and Technology Integration Foundation and on-line training modules for all Portals and other components of the Pathways.

(C)(2) Teaching and Leading (20 points)

20

18

(C)(2) Reviewer Comments:

The applicant presents a high quality plan because the applicant and teacher's union have worked collaboratively in implementing Marzano's *Art and Science of Teaching* framework to align the district to a single vision in preparing students and to accelerate learning. The applicant details the implementation research-based evaluation frameworks for all labor groups, teachers, student service personnel and school/district leaders.

The applicant plans to support teachers in personalizing instruction for students through the School Portal.

The applicant details a comprehensive plan for sharing information to inform the acceleration of student progress and the improvement of educator practice through the School Portal. Student data, teacher/leader professional practice data, school data and district data are collected and shared to meet the needs of all students in the district through the portal system. The software includes alerts and on-track markers to drive instruction, planning and pacing within a continuous feedback model. The applicant will select high quality digital and standard curriculum resources.

The application includes a multi-faceted approach to providing high-quality ongoing professional development through lesson study, CAPE, Pathways to Student Success PD, podcasts, and webinars and other access tools that will be developed. The application details a variety of professional development strategies, ending with the most important component - time provided through additional PD days. The applicant does not include details regarding training in the the Pathways or portals components of the proposal for all stakeholders.

The applicant notes that the lead teacher model currently exists within some elementary school sites. The proposal is to include additional responsibilities of integrating Common Core State Standards, Next Generation Sunshine Standards, Marzano's *Art and Science of Teaching*, the iObservation evaluation model training and Pathways training to the lead teacher's job responsibilities. The lead teacher model does not currently exist within secondary sites in the district.

The applicants and teachers' union are currently collaborating on the increasing the number of effective and highly effective teachers through changes in contractual language. The proposal includes including incentives to work in hard-to staff schools, subjects and specialty areas. Also included in the changes is the option for principals to assign teaching assignment sections. The applicant's goal is for 85% of students taught by effective or highly effective teachers and leaders by 2016/17.

D. LEA Policy and Infrastructure (25 total points)

	Available	Score
(D)(1) LEA practices, policies, rules (15 points)	15	15

(D)(1) Reviewer Comments:

The applicant presents detailed information regarding the central office divisions and primary services provided to all participating schools to facilitate personalized learning. Decisions regarding business and functions for schools are made with representative input from stakeholder groups. Policies regarding district organization, student progression and accelerated graduation options were included in the appendices.

The existing structure to address personalized learning at each school is facilitated through the Partnership and Performance Council (PPC), with the principal and union-appointed teacher serving as co-chairmen. Resource allocation decisions and school improvement plans (School Success Plan and Plan to Achieve Student Success) are addressed within the PPC. A flexible and autonomous process is utilized for school personnel decisions and staffing models. There is flexibility in setting a school's bell schedule within district parameters. The applicant described additional components of shared leadership and decision making, including a Budget Advisory Committee, and a variety of committees to address changes and implementation schedules within the district. A culture of shared decision making is currently embedded in the district.

Within the Student Progression Plan (SPP), the applicant outlines existing opportunities for students to progress and earn credit based on demonstrated mastery, not the amount of time spent on a topic. The opportunities include ACCEL (Academically Challenging Curriculum to Enhance Learning Options) for K-12 students to accelerate through a grade level and/or subject matter by meeting eligibility criteria. Virtual learning, dual-enrollment, Advanced Placement, Advanced

International Certificate of Education (AICE) and industry certification programs (Career and Technical Education), as well as a multi-tiered System of Supports (MTSS) are all available for students to progress without following the traditional seat time requirements.

The applicant currently has systems in place to provide students the opportunity to demonstrate mastery of standards at multiple times and in multiple comparable ways. These systems include progress monitoring plans and the multi-tiered system of student supports for special needs students. Remediation opportunities for special needs and ELL students, as well as intensive literacy program students are addressed through the Progress Monitoring Plan.

The applicant plans to facilitate personalized learning for student by hiring personnel. These additional positions include: project director, career advisory/volunteer coordinator, human resources manager, 19 additional lead teachers and 19 technology assistants. The job descriptions and responsibilities for the lead teachers and technology assistants are broad and deep.

(D)(2) LEA and school infrastructure (10 points)	10	8
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(D)(2) Reviewer Comments:

The applicant's proposal utilizes the Local Instructional Information System (LIIS) and parent, school, student and community portals that are being developed through the Florida RTT-S grant as the communication framework to ensure that all students, parents, educators and other stakeholders have access to necessary content, tools and other learning resources to support the implantation of the applicant's proposal.

The board of trustees is addressing policy changes to facilitate a Bring Your Own Device (BYOD) initiative for on-site learning devices. In an effort to address access challenges for all students and families, the applicant plans to purchase additional devices. Low income families can also take advantage of low cost internet access for under \$10/month. The application also includes the possible additional opening for school media centers and Title I Family Centers a minimum of twice a month.

The applicant describes opportunities for technical support through accessing the services of the Technology Assistant located at each school. The plan to provide support to access and navigate content and devices relies upon the existing knowledge of technology – through the district website and video podcasts. The need for continuous professional development to learn the basics of a technology device and to master the LIIS and portals software was not sufficiently covered within in the proposal.

The application includes information on the breadth and depth of the student, family, school and community portal system. However, there is no information on the ability of exporting information in an open data format that will be subsequently imported into other electronic learning systems, such as remediation or acceleration software programs. The application includes information regarding the access to the programs, not the export of data from the portals into the outside software in an open data format.

The application provides verification of interoperable data systems, supported through the LIIS/Portal system. HR, student information, budget and instructional data components will be integrated, as well as professional development links tied to observation/evaluation data. The applicant provides access to the portal system for ELL families.

E. Continuous Improvement (30 total points)

	Available	Score

(E)(1) Continuous improvement process (15 points)	15	15
<p>(E)(1) Reviewer Comments:</p> <p>The applicant provides information on a multitude of plans, (PASS, CCPS Strategic Plan, Student Success, and Pathways to Student Success) committees and initiatives to continuously improve its plan, involving regular feedback on program and adjustments to the project. The continuous improvement process involves monthly meetings at each site to review student data and MTSS support plans for struggling students, and Partnership and Performance Council meetings related to school and district improvement plans. Parents are included in the School Advisory Committee (SAC) and District Advisory Committee (DAC), to review the school and district improvement plan process. A process is currently established for monthly meetings for leaders, which will include the RTT-D project director. The RTT-D project director will also meet with the superintendent and senior staff and provide update to the school board. The LHS and portal systems will be utilized to disseminate RTT-D information and updates. A graphical diagram of the responsible staff members for each activity, including the frequency of meetings and reporting activities would provide a more complete understanding of the process. The applicant includes a wide variety of monitoring and measurement tools. The quality of investments through the RTT-D grant will be provided by the evaluation plan.</p>		
(E)(2) Ongoing communication and engagement (5 points)	5	5
<p>(E)(2) Reviewer Comments:</p> <p>The applicant presents strong evidence of communication and engagement through a system of communication portals provided through the Florida RTTT Grant. The well constructed Theory of Change Pathways (Learning, Personal and Stakeholder) will serve as a strong foundation to judge progress in an ongoing manner. The application includes a plethora of support letters for the RTT-D grant, and history of community involvement. The letters demonstrate that the applicant's external stakeholders have been engaged and indicate a commitment to continue to be engaged in the success of the district. In addition to the utilization of digital communications for internal and external stakeholders, the applicant will also utilize face-to-face, print, email and telephone communication strategies for communication and engagement.</p>		
(E)(3) Performance measures (5 points)	5	3
<p>(E)(3) Reviewer Comments:</p> <p>The applicant provided 9 performance measures, less than the required 12-14 performance measures. The 9 performance measures are ambitious and include appropriate target measures that address the areas of concern. The rationale for some performance measures was vague and the required information was incomplete in three of the performance measures for the grades 9-12 population. The Performance Measures for effective and highly effective teacher goals only included students in grades 4-12, rather than all students, K-12. The application includes climate survey data as well as the optional metric with a student perceptual survey to measure successful plan implementation of <i>Leader in Me/Covey Principals</i> for future Lighthouse School recognition. There was no information on how the applicant plans to review and improve the performance measures.</p>		
(E)(4) Evaluating effectiveness of investments (5 points)	5	5
<p>(E)(4) Reviewer Comments:</p> <p>The applicant presents a high quality plan in evaluating the effectiveness of investments that is ambitious yet achievable. The district will issue an RFP to contract for an external, independent and nationally-recognized research organization shortly after notification of the grant award to provide evaluation services for the grant. The evaluation will focus on degree of implementation, including facilitators and barriers, impacts on student achievement and college readiness and non-academic outcomes. In addition, the evaluation will focus on the sustainability of the grant initiatives and community partnership at the conclusion of the grant cycle. The reporting and communication components between the evaluator and district will allow for the addition of additional data collections to ensure ongoing refinement.</p>		

F. Budget and Sustainability (20 total points)

	Available	Score

(F)(1) Budget for the project (10 points)	10	8
<p>(F)(1) Reviewer Comments:</p> <p>The applicant's budget request of approximately \$30 million details the implementation of the plan of the three pathways and four foundations described within the application.</p> <p>a. The detailed budget pages include an identification of all RTT-D funds that will support the project, although they have an incomplete description of non-RTT-D funds.</p> <p>b. Under the Pathways to Student Success Budget Narrative Professional Development Foundation, Table 4-1, the applicant includes funding for 19 additional lead teachers and 19 technology assistants. In light of the complexity of the applicant's plan, the applicant's request may be too low to support the development and implementation of the applicant's proposal.</p> <p>There appears to be a calculation error within Table 4-1 of the Human Resources Foundation. The narrative related to the HR Manager and Assistant does not match request of \$435,886.</p> <p>c. An incomplete description was provided in the budget narrative sheets regarding the source of funds other than RTT-D funds. For instance, on Human Resources Foundation budget narratives, there is a listing of \$150,000 within the funds from other sources to support the project; however, the narrative indicates that more detailed information will be submitted with the Scope of Work. The identification of one-time investments versus ongoing operational costs was not readily apparent within the budget narratives, although it had been discussed within the grant narrative.</p>		
(F)(2) Sustainability of project goals (10 points)	10	10
<p>(F)(2) Reviewer Comments:</p> <p>The applicant details a high-quality plan for sustainability of the project's goals after the term of the grant. A number of the new positions created by the RTT-D Grant will not need to be funded at the end of the grant cycle. The applicant presents details regarding the essential components to sustain the project - lead teachers, professional development, data and tech, and stakeholder communications and partnerships. District and other funding, such as state and local general funds, Title I, Title II, IDEA and other grants, will be earmarked to sustain these components. The applicant includes a detailed discussion regarding the budget categories for personnel costs, travel, equipment, supplies, contracts, training stipends and other. The goal to have the district build capacity to become self-sufficient in delivering programs and services that will be provided through RTT-D after 2016 is a major component of sustainability of the plan.</p> <p>The district's commitment to continue the reforms will determine the success and sustainability of the project's goals.</p>		

Competitive Preference Priority (10 total points)

	Available	Score
Competitive Preference Priority (10 total points)	10	9
<p>Competitive Preference Priority Reviewer Comments:</p> <p>The applicant provided a list and description for 17 partnership programs addressing social-behavioral services and opportunities to support Absolute Priority 1 - personalized learning environments that build on the core educational assurances. The programs for students and families vary from internships with employers to grants for STEM programs and dual enrollments programs to earn industry certifications or Associate of Arts degrees. No resource requirements for the district were listed allowing for program sustainability after the grant cycle.</p> <p>The nine population-level desired results presents a systematic and vertical alignment of resources and goals beginning with early literacy. These nine desired results are the condensed summary of CCPS's goal for personalized learning for all</p>		

students and support the applicant's broader RTT-D proposal.

Tracking the selected indicators that measure each result at the aggregate level for all all children within the LEA and at the student level for the participating students will be tasked to the RTT-D Project Director and Career Advisory/Volunteer Coordinator. The comprehensive reporting component includes regular updates for the superintendent, RTT-D Advisory Council and staff members and stakeholders. Sources of data include partner agency data, LIIS/portal system, and district data. Population groups include birth to age 5, middle and high school students, K-12 students as a whole and by sub-group, parents and community, and teachers and leaders.

The applicant details an existing inclusive collaborative process within the district to determine if the implementation is occurring, whether the results indicate the adequacy of resources, and the additional needs to ensure intended implementation. The applicant did not include efforts to improve results for students facing significant challenges, such as ELL, ECE, FRL, family instability or child welfare issues.

The application design requires the implementation of the grant components in stages, due to the size and complexity of the proposal. The comprehensive 8-page Action Plan details the scale up and scale out of the proposal in a semester-by-semester timeline for four years. All students within the district are included in the grant proposal.

The applicant includes a plan to improve results over time through a review of data by the district and partner agencies to determine if maximum results are being obtained and to make the necessary adjustments for additional results, if needed.

The applicant demonstrated a wide history of integrating education and a variety of other services within school sites. In some cases, office space is provided within the school for service partners. Mental health and drug counselors provide services to students on the school campuses. Title I Family Centers provide adult education programs for immigrants and refugees, as well as access to computers. An expansion of the integration of education and other services is anticipated with the growth of partnerships.

The district and partnerships will assess the needs and assets of participating students through the analysis of data currently available and being planned by community partners. The Drug Free Charlotte County partner conducts an annual survey regarding the short- and long-term use of drugs and alcohol for middle and high school students. The Childrens' Services Council and district are planning to conduct The American Family Assets Study throughout the Charlotte County community. An annual online school climate survey is conducted each fall, and the Title I Parent Survey is conducted in February.

A Partnership and Performance Council provides the framework and infrastructure to select, implement and evaluate support that address the individual needs of students, including decision-making to improve results. Partnership and Performance Councils are located in each school and the district and were developed from a labor-management partnership almost a decade ago.

Parent membership and participation is included in the Student Advisory Council (SAC), which joins with the Partnership and Performance Council in reviewing and writing the school's Student Success Plans, as well as other plans throughout the year to improve results over time. The district anticipates that the new portal system will increase parent and family engagement. The Family Portal will address the need and access of information for ELL parents.

The applicant's proposal includes a contract for an external, independent research organization to conduct a rigorous evaluation of the RTT-D grant program. This evaluation will serve as the basis of the continuous improvement, including rigorous, summative assessments to maximize program impact.

The applicant included 8 ambitious, yet achievable performance measures and desired results for the grant cycle and post-grant year. The programs listed reveals a scale up and scale out during the grant cycle. As an example, students demonstrating self-efficacy, personal accountability, and leadership traits will increase from 80% to 95% during the grant cycle.

Absolute Priority 1

	Available	Score
Absolute Priority 1	Met/Not Met	Met

Absolute Priority 1 Reviewer Comments:

The applicant coherently and comprehensively addresses how it will build upon the core educational assurances to create personalized learning environments designed to significantly improve learning and teaching for all students within the district. The application provides a framework for personalized learning opportunities for students, through college- and career-ready standards and graduation requirements and opportunities to accelerate student learning and increase graduation rates. The plan provides support through professional development and research-based evaluations to increase the effectiveness of teachers and leaders and to increase the access of effective and highly effective teachers in each classroom. The application included aggressive goals to decrease achievement gaps and to increase the graduation rate for all students. The application provides a high quality plan that is ambitious yet achievable.

The portals will provide an interface that will connect students, families, schools and the community with student performance data that will guide students' and teachers' performance for a comprehensive cradle to career learning system.

Total	210	187
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Race to the Top - District

Technical Review Form

Application #0474FL-4 for School Board of Charlotte County FL

A. Vision (40 total points)

	Available	Score
(A)(1) Articulating a comprehensive and coherent reform vision (10 points)	10	10

(A)(1) Reviewer Comments:

The applicant details a comprehensive and holistic reform vision that builds on nine years of success in working in four core educational assurance areas. They effectively articulate a clear and data-driven approach to accomplishing the over-arching goals to: accelerate student achievement; deepen student learning, and increase equity through personalized student support which is grounded in common and individual tasks based on student academic interests. They precisely detail their proposal as the *Pathways to Student Success*, aptly describing it as a high-quality personalized learning plan based on a community-wide structure that promotes collaboration, builds comprehensive strategies, and establishes a network of relationships to serve Charlotte's youth. They reference the fact that their vision is in compliance with state and federal regulations to frame their school reform endeavors. To support their vision of comprehensive education reform, they reference the fact that their program is framed in the regulations and innovation of the Core Educational Assurance Areas identified in the American Reinvestment and Recovery Act (ARRA.) under which the Race To The Top program has been authorized and centered on four core reforms.

They specify their program's approach is researched-based, as evidenced in referencing the Harvard University's *Pathways to Prosperity* report (2011.) They identify findings in this report as consistent with their LEA's strong belief that their proposed Pathways initiative provides the best possible education for their students' goal oriented to accelerating student achievement, deepening student learning, and increasing equity through personalized student support. For example, the Harvard research data affirms utilizing students interest to motivate students learning in core academic areas and engaging community partners to focus students career and life goals. These findings support the reform initiative detailed in the proposed initiative.

A comprehensive Theory of Change is clearly detailed in the proposed Personal Pathway models. Program components are succinctly charted to articulate the effective implementation of goal oriented program strategies and meaningful involvement of school staff and stakeholder's involvement. These are concisely aligned to strategies focused on intermediate and long term outcomes. In addition, they reference their "reform vision" is supported by the district administration to implement their theory of change across the district. They specify the "buy in" to their initiative from: the Human Resources Department; the Professional Development Department; Data and Technology Department, and Project Management.

(A)(2) Applicant's approach to implementation (10 points)	10	10
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(A)(2) Reviewer Comments:

A The applicant clearly details the process used to select schools to participate in their program. For example, they identify the procedure encompassed a review of demographic data on the student populations at each school in the district, and in turn chose to serve all twenty (20) schools. The data considered included a review of: the percentage of students living in poverty (based on the number of student with Free/Reduced Price Lunch status) at each school, and the district wide percentage of students in poverty which is noted as 66% (as of 9/20/12). Based on this analysis the applicant chose to include all schools to participate in the program. Therefore the number of students living in poverty participating in these schools exceeds the competition's eligibility requirements by 26 percentage points.

B. The applicant presents a comprehensive chart which lists the schools that will participate in grant activities. The chart identifies the school name, the total number of students in the school, the number of students enrolled and the Free and Reduced Lunch program and its percentage.

C. The applicant clearly charts the total number of: participating students; participating students from low-income families; participating students who are high-need students; and participating educators. This chart clearly defines 66% of high needs youth are selected to be engaged in the program services and supports.

(A)(3) LEA-wide reform & change (10 points)	10	10
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(A)(3) Reviewer Comments:

The applicant details a high-quality plan describing how the reform proposal will be scaled up and translated into meaningful reform to support district-wide change beyond the participating schools. They identify that implementation begins in delivering services to high-need schools and then expand to all participating schools. In addition, over the next four years of the grant period, the applicant proposes to scale- up projects and carry forward the reform implementation. For example, they propose a train-the-trainer model to facilitate professional development to educators without dependency on outside consultants.

They assert, that for practical purposes, the proposed program, is deliberately being developed with sustainability in mind, striving to avoid a 'funding cliff' at the end of the grant period. Therefore, the applicant states the proposed program is building capacity within current structures as much as possible in order to be able to carry forward the reforms implemented lessening dependency on outside funding and higher numbers of staff.

(A)(4) LEA-wide goals for improved student outcomes (10 points)	10	10
(A)(4) Reviewer Comments:		
<p>A. The applicant details a vision which is highly likely to result in improved student learning and performance and increased equity as demonstrated by ambitious yet achievable annual goals that are equal to or exceed State ESEA targets for the district, participating schools and overall by student subgroups. For example, the proposed program has established ambitious yet achievable goals for the grant period, as detailed in charts A (4) (a-d.) They detail a Theory Of Change Logic Model which evidences a vision and a well developed plan to increase knowledge, attitude, instruction and learning and advance relationships with parents and the community to advance students proficiencies.</p> <p>B. They identify that integral to their vision is to decrease the achievement gap. While closing the achievement gap for all subgroups is a high priority, special attention will be made to those subgroups where proficiency levels fell below the state proficiency levels, resulting in an achievement gap. In the case of those subgroups where the gap needs to be closed a more aggressive formula was used to calculate goals for each year through 2016-2017. For example, special attention and services will be dedicated to address the needs of Asian and Multi-Racial students in grade four reading skills development in an effort to close the achievement gap. The applicant appears to have developed a well structured plan to decrease the achievement gaps by developing Students Success Plans an Teacher Professional Development Plans and focusing endeavors and goals on every level including the district level, school level, student level, parent level and staff level.</p> <p>C. The applicant indicates procedures to advance the graduation rates as noted in establishing a goal for 90.4% of students to graduate on-time in 2016, advancing from the benchmark of 80.2% graduation rate in 2011. This appears ambitious and achievable based on the implementation of wide ranging support for students to focus on their personalized learning through a comprehensive system of resources, opportunities, and mentoring.</p> <p>D. The applicant details endeavors to advance the college enrollment rates. They reference that in 2005 only 51% of high school students demonstrated college going rate and propose to advance this rate to 74% by 2016. This appears to be of significant quality, based on the alignment with state standards. In addition, the goal appears to be ambitious and attainable based on community support in various Councils and forums to provide student assistance, support and information.</p>		

B. Prior Record of Success and Conditions for Reform (45 total points)

	Available	Score
(B)(1) Demonstrating a clear track record of success (15 points)	15	11
(B)(1) Reviewer Comments:		
<p>A. The applicant effectively details a clear track record of success in the past nine years in advancing student learning and achievement and increasing equity in learning and teaching, including a description, charts, raw student data, and other evidence that demonstrates the applicant's ability to improve student learning outcomes and close achievement gaps including by raising student achievement, high school graduation rates, and college enrollment rates. This is evidenced in the applicant's reference to the fact that they have distinguished themselves with state recognition, student achievement measures, and efforts to improve classroom instruction. For example, over the past nine years, while Florida has been recognized nationally for strong learning gains, their school district has achieved the distinction and recognition as an "Academically High-Performing District" by the Florida State Board of Education. They identify their district as an academically high performing district because it meets specific criteria. These criteria are detailed as the fact that beginning with the 2004-2005 school year, the district schools earned a grade of "A" for two of the district schools and the fact that none of the schools in the district earned a grade of "F". In addition, the designation of high performance is based on the district compliance with all state class size requirements; and that no material weaknesses or instances of material noncompliance have been noted in the annual financial audit.</p> <p>The applicant presents charts of students' performance and very honestly indicates their needs. For example, while grade 8 students, enrolled in the Free and Reduced Lunch Program exceeded the state average in literacy attaining a 58% proficiency rate, with the state average as 51%, they recognize the work that still needs to be done</p> <p>B. No schools in the district have been identified as a persistently low achieving or low performing school.</p> <p>C. The applicant lacks information to adequately detail making student performance data available to students, educators and parents in ways that inform and improve participation, instruction, and services.</p> <p>Details are lacking to delineate specific strategies which will be implemented to ensure equity in the delivery of service</p>		

(B)(2) Increasing transparency in LEA processes, practices, and investments (5 points)	5	5
<p>(B)(2) Reviewer Comments:</p> <p>The applicant has developed a high level of transparency in district processes, practices, and investments, as evidenced in procedures detailing making public, by school, actual school-level expenditures for regular K-12 instruction, instructional support, pupil support, and school administration. This information includes a description of the extent to which the applicant already makes available pertinent school-level expenditures from State and local funds related to actual personnel salaries and non-personnel expenditures at the school level. They precisely identify their endeavors to be transparent in all aspects of serving the citizens of Charlotte County, including fiscal reporting. They clearly identify that the 2011-12 Annual Financial Report (AFR) is posted for the public on the CCPS. Such information details all salary schedules and funding and the 2012-2013 budget is posted and includes the current year's projected expenses, plus actual expenditures for the past 2 years for comparison.</p>		
(B)(3) State context for implementation (10 points)	10	10
<p>(B)(3) Reviewer Comments:</p> <p>The applicant effectively demonstrates evidence of successful conditions and sufficient autonomy under State legal, statutory, and regulatory requirements to implement the personalized learning environments described in the applicant's proposal. They specifically identify that the district has been granted significant autonomy regarding Florida's regulations due to its designation by the Florida Department of Education as a High Performing District for the past 9 years. They reference the fact that it is the intent of the State Legislature to recognize and reward school districts that demonstrate the ability to consistently maintain or improve their high-performing status. Therefore, as a high-performing school district they are provided with flexibility in meeting the specific requirements in statute and rules of the State Board of Education. They specifically identify the conditions that enable their attainment of this status. These include: serving as a district in a state with a state level Race To the Top grant; and serving as schools in an academically high-performing school district. They detail they meet state criteria as a High Performing School based on the fact that: in school years 2004-2005 and 2005-2006 the district significantly increased student performance and decreased the drop-out rate, which earned a grade of "A" under for two consecutive years of progress, and that no school in the district earned a failing grade. In addition, the district has met class size requirements and has had no material weaknesses or instances of material non-compliance noted in the annual financial audit.</p> <p>The applicant provides examples of the state statutes which provide high performing schools flexibility in program operations. For example, varying school day calendars and schedules is permissible for these types of schools.</p> <p>The applicant clearly itemizes the names of the state statutes in reference to providing autonomy.</p>		
(B)(4) Stakeholder engagement and support (10 points)	10	10
<p>(B)(4) Reviewer Comments:</p> <p>A. The applicant presents a well-developed program evidencing a high level of stakeholder support and engagement in the design of the program and in on going dedication of time and commitment to the program. Details and description of stakeholder engagement in the development of the proposal and their meaningful support for the proposal is evidenced throughout the narrative and in numerous letters. Details and data provided in the Theory of Change Model Logic Model clearly evidence high quality ideas and input from numerous educators, professionals, parents and the business community. For example, the application includes: a description of how students, families, teachers, and principals in participating schools were engaged in the development of the proposal and how the proposal was revised based on their engagement and feedback. Such engagement is documented in hosting focus group discussions at different times and locations. For example, parent and community engagement is clearly evidenced in::</p> <ul style="list-style-type: none"> • Parents School Advisory Committee meetings: Vineland Elementary 8/31/12; Deep Creek Elementary 9/17/12; Port Charlotte Middle 8/27/12, • .District staff meetings with Student Support and Learning Division Directors & Curriculum Specialists on 9/14/12; • School Leaders and Principals Meetings on 8/15/12 and 9/19/12; • Teacher and Parent groups meetings: Charlotte High School 8/28/12, Lemon Bay High School 8/29/12, Port Charlotte Middle School; 9/4/12, Meadow Park Elementary School 8/31/12; • Students voices were sought and their input heard through direct interviews specific to this grant on 10/8/12 and through district-wide student focus group conversations on related topics held during the previous year. <p>The applicant evidences the dissemination of an on-line survey to gather input from students, staff and teachers. This survey focused on gathering input on how to develop a better plan to advance learning.</p>		

In addition, they note a Business and Community Members Meeting held on 10/1/12. They identify the contents of this meeting focusing on two discussions on what business leaders need and ways in which organizations partners can work with the district to help make sure that the district produces highly employable graduates with the skills, education and personal qualities essential for the workforce. The meeting was attended by approximately 40 business, community and higher education representatives and stakeholders representing a broad and diverse number of community organizations.

(B)(5) Analysis of needs and gaps (5 points)

5

4

(B)(5) Reviewer Comments:

The applicant details a plan of sufficiently high quality which addresses the criteria and provides an analysis of the applicant's current status in implementing personalized learning environments and provides details of the logic behind the reform proposal. For example, they clearly identify students needs and gaps that the plan will address. They proclaim Student Success is the vision for their students. In order to achieve that vision, they proclaim their mission is to "provide an innovative educational environment that allows and inspires success for everyone."

They identify the fact that the vision of CCPS is not in need of reform, but rather that they must reform and restructure their educational system to truly change and advance to effectively meet the needs of all students. To accomplish this critical task they detail the fact that they are undertaking an engagement in consistently monitoring evaluation reports from the outside contractor and noting leading indicators of learning. While the applicant identifies and values reports from an outside evaluator they clearly structure on-going feedback from staff, student, parents and the community to ensure the content and structure of students personalized learning environments. It is to be noted, that the applicant presents a Theory of Change Model which comprehensively drives reform and and extensively coordinates and empowers a vision for action to advance students learning. They clearly chart their Theory of Change which demonstrates a systematic road map for reform that flows through administration to staff to students to parents and the community.

They also note monitoring formative and summative data such as progress monitoring scores, teacher observation and information from other sources to effectively create highly differentiated and relevant lessons for students. To address this the applicant indicates that they plan to adopt *Marzano's Art and Science of Teaching* framework as a roadmap of strategies that will guide educators in meeting the learning needs of students. They identify their current system is unacceptable as evidenced in leaving too many students behind. Therefore they propose reforms that focus on the overall educational system that promotes college and career readiness, helps students find their career interests and passion, and motivates and inspires students to pursue their dreams.

The applicant clearly defines the development of a RTTT-D Advisory Council comprised of school site and district level educators, parents, students and partner stakeholders will be formed. This group will meet at least quarterly with the Project Director.

The applicant defines their proposed initiative as a new system that should broaden its scope of learning opportunities for students under an umbrella of rigor, relevance and relationships. The three theories of change pathways speaks to the specific implementation goals, activities, timelines, and responsible parties. Basically, they propose that personalized learning is achieved when we give ownership of the learning to our students. This evidenced in assurance of reforms which will be solidified through a robust, innovative communication network, facilitated by technology, which provides access for all and integrates reform endeavors in a synergistic way. They identify their network is a key element in broadening the scope of learning opportunities through diverse relationships, building a more rigorous and relevant learning environment, and maximizing the personal nature of learning which is centered on the student.

While the applicant provides charts of grade level student performance, information is lacking to detail the trends of students performance and needs.

The applicant lacks information to detail a process for data collection. In addition, while they state a plan to conduct meetings to review data, specific information is lacking on what they will do with the data and information to successfully implement personalized learning plans.

C. Preparing Students for College and Careers (40 total points)

	Available	Score
(C)(1) Learning (20 points)	20	17

(C)(1) Reviewer Comments:

A. (i) The applicant copiously details a high-quality plan for improving learning and teaching by personalizing the learning environment in order to provide all students the support to graduate college- and career-ready. This plan includes an approach to implementing instructional strategies for all participating students that enable participating students to pursue a rigorous course of study aligned to college- and career-ready standards and college- and career-ready graduation requirements and accelerate their learning through support of provided to address their needs. The plan includes an approach to learning that engages and empowers all learners, in particular high-need students, in an age-appropriate manner. This is evidenced in endeavors which foster the support of parents and educators, to ensure that all students understand that what they are learning is key to their success in accomplishing their goals. They aptly detail the Pathways Approach which characterizes rigor, relevance and relationships. They creatively propose to engage students in the district initiatives of the 7 Habits of Highly Successful People, The Leader in Me, and the 7 Habits of Highly Successful Teens. They identify that with success in mind, they are taking a proactive stand asserting that each student's success must come from within and move beyond belief into action. Student self-efficacy, personal responsibility and leadership traits will be developed and nurtured through the Pathways Approach. They precisely identify that students will be taught how to take responsibility for and ownership of what they are learning, the structure of their learning (how), and the progress toward their success (goal accomplishment) through their participation in the age appropriate Covey programs and other programs that are made available to them.

Parent partnerships with school staff are identified and envisioned as vibrant and essential as the students continue their progression from elementary grades through middle and high school. As student choices emerge, they, their parents and teachers also will engage with business, community, and higher education stakeholders who are currently in partnerships with the district or have eagerly expressed an interest in supporting students and fostering their growth.

(ii) The applicant identifies strategies which enable each student to pursue learning and develop goals linked to college- and career-ready standards or college- and career-ready graduation requirements. In addition, the proposed initiative fosters students understanding of how to structure their learning to achieve their goals, and measure progress toward those goals. For example, the applicant charts the component levels of the Pathways Approach clearly identifying providing structure for students to focus on their career interests supported through a comprehensive system of choices, resources, opportunities, mentoring and advisement.

(iii) The proposed reform initiative effectively involves students in deep learning experiences in areas of academic interest. This is evidenced in the district's utilizing the research and strategies from Dr. Robert Marzano's *The Art and Science of Teaching* and other evidence based research as the foundation of instructional practice. Strategies and resources garnered from his research position staff to effectively guide deep student learning while building 21st Century Life and Career Skills. In addition, the applicant clearly outlines strategies to encourage students to participate in college readiness classes and co-curricular programs that accelerate their learning. The integration of college and career ready standards taught through experiential/challenge/application, based lessons and supported by strong, relevant skills and motivational pedagogy, is the perfect recipe for deep student learning and skill development. Students will have the opportunity to self-select topics for study in many classes, thus furthering their personalized learning and investigation of their areas of interest and passion.

(iv) The proposed initiatives provide students limited access and exposure to diverse cultures, contexts, and perspectives that motivate and deepen individual student learning. This is evidenced in the applicant's identification of one program component that identifies cultural diversity as an important component of personalizing student learning environments. This is also evidence the applicant's endeavor to broaden the cultural awareness of educators, and the implementation of a course through the Charlotte Academy of Professional Educators entitled *Culturally Relevant Curriculum*, based on the research of Dr. Geneva Gay. The course is well described with strategies which will enable students to embrace personal ownership of their learning. While the applicant states their initiative is focused on students' access and exposure to diverse cultures, contexts, and perspectives to motivate and deepen individual learning, information is brief and lacks a cohesiveness in developing a comprehensive approach to providing student access to diverse cultures.

(v) The applicant details a well-developed approach to enabling students to master critical academic content and develop skills and traits such as goal-setting, teamwork, perseverance, critical thinking, communication, creativity, and problem-solving as the focal component of the Pathways Approach. This approach begins to open the doors of choice in primary grades; career education and personalized study which will be established through The Leader in Me program and choices made by students in their learning environments. This is evidenced in level 2 of the Pathways Approach which identifies learning pathways to increase depth, rigor and research based strategies through experiential and challenging activities. One avenue for challenge and experiences is clearly detailed in the Portal which enables students to pace and accelerate their learning and engage in challenges.

B. (i) The proposed initiative is detailed to secure the support of parents and educators, to ensure that each student has access to a personalized sequence of instructional content and skill development designed to enable their achievement and individual learning goals and safeguard graduation on time and college- and career-readiness. This is succinctly evidenced in the CCPS Student Progression Plan which clearly describes the various choices that a student can make to personalize the learning pathway. The plan describes different educational environments that are available to all students in classroom learning and through virtual education programs. The applicant identifies varied multimedia tools which are appropriate for their learning goals. These include: elementary students being able to study curriculum that is for a higher grade; middle school students taking high school classes for high school credit; and students enrolling in classes that earn college credit such as Advanced Placement, Dual Enrollment, and Advance International Certificate of Education (AICE). Through staff instruction and virtual learning, the program clearly advances a myriad of learning opportunities.

(ii) (iii) A variety of high-quality instructional approaches and environments and content are clearly encompassed in the proposed initiative including digital learning content aligned with college- and career-ready standards. The proposed initiative provides accommodation and revision for effective teaching and supporting students who face learning challenges and are in need of special accommodations. The needs of parents of students with disabilities are clearly identified in the proposal as evidenced in detailing avenues through which they can receive information and/or guidance regarding program information from school and district level staff, on-line through the district website. In addition, they note that special information sessions are hosted throughout the year for parents of special needs students. Digital solutions and links are also identified to be provided through the RTTT-D proposed software to support and enhance the learning of every student.

Details are lacking to adequately detail support for students in the effective utilization of technology to advance their learning.

(iv) A. The applicant develops a feasible plan and procedures to garner ongoing and regular feedback, including, frequently updated individual student data that can be used to determine progress toward mastery of college- and career-ready standards or college- and career-ready graduation requirements. This is evidenced in specifying that feedback is provided to students through a variety of measures in addition to the required state assessments. Quarterly report cards are sent home which detail the quality of the work being completed in classes. CCPS is beginning the process of developing and implementing Standards Based Report Cards. This reform will be expanded through the RTTT-D grant for K-12 completion by 2016-17. With the implementation of the observation system for teacher observation, Dr. Robert Marzano's elements that focus teachers on using clear learning goals with rubrics and feedback will become a basic instructional component seen daily in district classrooms. They clearly point out that students are being given a more clear expectation of what is expected of them. District staff monitors student progress on achieving the standards several times each year in Reading, Math, Science and Writing. The results of these assessments are provided to teachers, students and parents, and are used to set goals for improvement.

C. They copiously detail mechanisms which are in place in their initiative to provide training and support to students that will ensure that they understand how to use the tools and resources provided to them in order to track and manage their learning. They clearly detail the numerous innovative components that will be implemented through the RTTT-D grant, and the ability to access and use them effectively is critical to successful personalization of student learning and to meeting college and career ready graduation requirements. Through the Data and Technology Integration Foundation, on-line training modules for all the Portals will be created to provide students, parents, educators and stakeholders with simple, intuitive structures to learn about and implement each component according to their level of access. Modules will also be created for other components or programs that are part of the Pathways Approach where instructions may be necessary. They specify modules will be accessed through the Portal login process, or on the CCPS Website and remain accessible for refreshing memories when needed. Training modules will be updated when system changes occur, and a push-out message to those affected by the updates will notify them of the change and that the training component is available.

(C)(2) Teaching and Leading (20 points)	20	19
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(C)(2) Reviewer Comments:

A. (i) The applicant presents a well-developed high-quality plan for improving learning and teaching by personalizing the learning environment in order to provide all students the support to graduate college- and career-ready. This plan includes an approach to implementing instructional strategies for all participating students to enable their pursuit of a rigorous course of study aligned to college- and career-ready standards and college- and career-ready graduation requirements and accelerate their learning through support and encouragement. The applicant proposes an approach that includes teaching and leading that helps educators to improve instruction and increase their capacity to support student progress toward meeting college- and career-ready standards or college- and career-ready graduation requirements by enabling the full implementation of personalized learning and teaching for all students. In support of highly effective instruction, the proposed initiative engages educators in training and in professional teams to supports and advances their individual and collective capacity. This is evidenced in the support and advancement of the effective and sequenced implementation of personalized learning environments and strategies that meet each student's academic needs and help ensure all students can graduate on time and college- and career-ready.

The applicant specifies the Charlotte County Public Schools in conjunction with the local teachers' union have worked diligently during the past eighteen months to research, network and develop one cohesive reaching and learning system aligned to one vision to prepare students and accelerate learning. In turn they precisely identified and adopted three research frameworks to structure preferred best-practice methods and strategies to address the needs of youth, support and design personalized learning strategies and support to accelerate student learning and faculty development. They identify the three supporting research based frameworks to include: the Marzano Art and Science of Teaching Framework for instructional employees; Florida's Student Services Personnel Evaluation Model for student services personnel, and the Florida School Leader Assessment for all school and district leaders.

They clearly stress all three frameworks are based on contemporary research and meta-analysis that identify strategies and

behaviors that, when executed correctly and in the appropriate circumstances, have a practical probability of improving faculty proficiency on instructional and professional practices that improve student learning, and accelerate progress on student learning. The applicant continuously stresses student engagement and developing ownership of their learning. They propose the 3 tiers to lead to student success as passion, skills and traits and relevance.

(ii) The applicant effectively narrates and charts the Pathways Approach to personalize learning and the adaptation of core curriculum content and interest based instruction, and providing opportunities for students to engage in common and individual tasks, to appropriately responds to address and serves students academic needs, interests, and optimal learning approaches. They define the multi-faceted approach including differentiated learning highlighted in discussion and collaborative work, project-based learning, videos, audio, manipulative. They emphasize the Pathways to Student Success approach is implemented in the schools with the support of community partners and employers focused on bring meaningful reform and supports to enrich students, their families and the community.

(iii) The applicant details a well-developed approach toward the implementation and alignment of frequently assessment to gauge student progress toward meeting college- and career-ready standards, or college- and career-ready graduation requirements and use data to inform both the acceleration of student progress and the improvement of the individual and collective practice of educators. This is evidenced in an innovative approach to the pursuit of personal mastery. In addition to collecting on-going data on student performance through varied traditional venues of teachers and students, the applicant details creative ventures are in place to gather timely feedback, and mentoring data from Lead Teacher in each school. Lead Teacher serve as academic coaches who provide assistance and support to teachers through mentoring, modeling lessons, professional development, peer observation and feedback, and data analysis. The Lead Teacher works with the teacher in the Multi-tiered System of Supports (MTSS) to meet the needs of all students (personalized learning). In addition, the Lead Teachers spends 20 hours monthly working directly with students to ensure their skills remain finely tuned. As school leaders they are also involved in the school's visioning and initiatives to improve student learning and stakeholder roles (parent involvement, business and community involvement). The proposed initiative will hire 19 additional Lead Teachers to advance the delivery of crucial staff and student support.

The applicant details their proposed reform and identifies current barriers to timely communication which inhibit advancing learning and developing avenues to foster teacher and leaders involvement in rich dialogue to strengthen instructional practices. To this end, they have developed School Portals in which teachers and leaders can examine real time data of students to obtain current school and district data. The School Portal is described as intuitive software that has the ability to calibrate alerts and track markers to automatically use feedback for teacher, leaders, students and families. This provides teachers the ability to monitor their own progress toward student goals and also know immediately if their instruction is keeping students on track in meeting short term and long term goals.

(iv) The applicant clearly defines the need to improve teachers' and principals' practice and effectiveness by using feedback provided by the LEA's teacher and principal evaluation systems including frequent feedback on individual and collective effectiveness, as well as by providing recommendations, supports, and interventions as needed for improvement. This is evidenced in precise details of their proposed reform to address current voids or barriers to timely communication. Proposed program strategies will serve to advance learning and develop avenues to foster teacher and leaders' involvement in rich dialogue and feedback to strengthen the instructional and professional practice.

B. The applicant identifies all participating educators having access to tools, data, and resources to accelerate student progress toward meeting college- and career-ready graduation requirements; this includes actionable information that helps educators identify optimal learning approaches that respond to individual student academic needs and interests. This is evidenced in the implementation of the School Portals and software programs in which teachers can examine real time data on student, on their own professional behaviors and obtain current school and district data.

C. The applicant lacks information to detail ongoing support and training for leaders in the use of the School Portal program. This is integral, based on the fact that the use of the Portal is essential for all staff use to obtain real time information on student progress and in turn facilitate personalized daily instructional practices focused on continuously improving school progress toward the goals of increasing student performance and closing achievement gaps.

D. The applicant details a program strategy for increasing the number of students who receive instruction from effective and highly effective teachers and principals including in hard-to-staff schools, subjects and specialty areas. This is evidenced in the statement of fact asserting the district and Charlotte FEA (teachers' union) are actively engaged in collaborative discussion through the district PPC regarding increasing the number of students who receive instruction from effective and highly effective educators, with the intent of changing contractual language to facilitate this important issue. One component of the discussion includes adding significant incentives for those who work in hard-to-staff schools, subjects and specialty areas. In turn they detail the framework and intentions of a plan on addressing the manner in which principals assign teaching assignment sections, especially high-needs areas, during the current school year, in order to effectively address the issue and implement procedures for 2013-2014 school years. The applicant identifies the intention of the school district managerial team to be fully prepared to concentrate on hiring and offering professional development to current staff focused on securing and placing highly

effective teachers among those students in greatest need. To this end, they have designed a plan of action which demonstrates their intentions to increase the number of highly effective teachers in the district by the 2016-2017 school year. This is evidenced in stating the goal of: 85% of district students will be taught by effective or highly effective teachers and leaders by 2016-2017.

D. LEA Policy and Infrastructure (25 total points)

	Available	Score
(D)(1) LEA practices, policies, rules (15 points)	15	15

(D)(1) Reviewer Comments:

A. The applicant demonstrates creating a high-quality plan to support project implementation through comprehensive policies and an infrastructure that provide every student, educator and level of the education system with the support and resources they need. It is apparent from their managerial chart, evidence provided by the applicant and their successful history in school leadership, that the program' organizational statute provides effective leadership in administering the program in each participating school. They detail practices, policies, and rules that are in place and those currently designed in the proposed initiative that facilitate personalized learning. They assert that their infrastructure enables local autonomy in each participating school. For example, the applicant concisely details the current infrastructure as facilitating appropriate personalized learning for students through autonomy in the school in which they currently operate. With the vision, "Student Success!" the expectation in Charlotte County Public Schools is voiced in the fact that all decisions are made according to what is best for students. They detail this single-minded focus on students to enable the alignment and connections among all staff and departments to flow synergistically in schools and departments and through district and community committees and organization.

They precisely chart the district's managerial staff which include the: superintendent; the Learning Division; the School Support Division; the finance Division and the District Support Division. The primary services provided by each of these entities are clearly detailed. In addition, they identify that all decisions regarding most aspects of the district's business and functions that relate to the schools are made with representative input from appropriate stakeholder groups.

B. The applicant details that the district infrastructure provides school leadership teams in participating schools with sufficient flexibility and autonomy over factors such as school schedules and calendars, school personnel decisions and staffing models, roles and responsibilities for educators and non-educators, and school-level budgets. This is evidenced in details of personalized learning approaches currently facilitated by each school's Partnership and Performance Council (PPC). The Council in each school demonstrates local leadership and autonomy and is co-chaired by the principal and a teacher appointed by the teachers' union president. Other members are selected by the faculty and serve for terms of 3-5 years.

They aptly note that while core content instructional resources are selected in the district's consultative process, supplemental materials and programs can be selected by individual schools with local dedicated funding such as Title I, IDEA, grants, and internal funds from donations, Parent Teacher Organization (PTO) fundraising, or other sources.

C and D. The proposed initiative provides students the opportunity to demonstrate mastery of standards at multiple times and in multiple comparable ways and progress and earn credit based on demonstrated mastery, not the amount of time spent on a topic. This is evidenced in the design of the Student Progression Plan (SPP) which provided opportunities for students to earn credit or demonstrate learning in flexible ways. For example, details of the Academically Challenging Curriculum to Enhance Learning Options (ACCEL) are comprehensively detailed.. This provides academically challenging curriculum or accelerated instruction to eligible public school students in grades K-12. Whole grade and midyear promotion, subject matter acceleration, virtual instruction in higher grade level subjects, and courses can be provided to eligible students. In addition, there is the existing credit acceleration program (CAP) to eligible students. They delineate eligibility requirement to include: appropriate test score; ,grades and/or grade point average; attendance record,; discipline record, and teacher and guidance counselor recommendation. Also described in detail is the variety of virtual learning opportunities that are available to students at all grade levels. Charlotte Virtual School (CVS) and Florida Virtual High School (FLVS) serve all eligible Charlotte County Students (full-time, part-time, home school, private school. Additionally, the opportunity for students to earn college or technical credit while still enrolled in schools is provided through dual-enrollment, Advanced Placement (AP), Advanced International Certificate of Education (AICE), and industry certification programs, which may be taken at a high school, the district technical center, a college, or on-line.

E. The applicant details a well-developed approach to providing learning resources and instructional practices that are adaptable and fully accessible to all students, including students with disabilities and English learners. This is evidenced in the proposed design of Progress Monitoring Plans (PMP) which will be developed in consultation with the parent or guardian for any student not meeting district or state achievement levels in reading, writing, science, or math. In addition to students who

have IEPs, the applicant details the school-wide system of progress in place to monitor all students, which is referenced as the Multi-tiered System of Student Supports (MTSS). This system is concisely described as a multi-tiered system of academic and behavioral supports relies on problem solving and data-based decision-making to improve educational outcomes and meets the academic and behavioral needs of all students. This school-wide Progress Monitoring Plan includes intensive remedial instruction in the areas of weakness, and is designed to specifically concentrate time and effort on the diagnosed deficiencies of the individual student. The program is adaptable for students with disabilities and English Language Learners, and will address specific areas of need identified for reading, writing, mathematics, and/or science. To support this segment of the initiative and the entire Pathways program, the applicant will dedicate grant funds for new positions for staff who will be dedicated to facilitating personalized learning of all staff. In turn they chart the seven categories of staff integral to program implementation. In addition to program teachers, support staff and program managerial staff, they specify hiring a Career Advisory/Volunteer Coordinator. It is noteworthy that the person in this position is responsible to: work directly with community members and district staff to establish career advisory groups and school volunteer cadres and direct their work; ensure open communication pathways for students and stakeholders to access the information provided through the group; assist in organizing meetings for students and parents; and work with the district Information Officer to disseminate program information throughout the community.

(D)(2) LEA and school infrastructure (10 points)	10	9
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(D)(2) Reviewer Comments:

A. The applicant presents a well-developed plan that meaningfully ensures all participating students, parents, educators and other stakeholders, regardless of income, have access to necessary content, tools, and other learning resources both in and out of school to support the implementation of the applicant's proposal. This is clearly evidenced in the design of the LEA Local Instructional Information System (LIIS) which enables on-line home/school/community communication through its Family, School, Community and School Portals. The design and construction of this system and its portals promotes access to communications and resources to assure reform, centered on personalized learning, are solidified through a robust communication network, facilitated by technology, and provide access for all. The applicant copiously details the description of the Portals component and its role in the infrastructure that supports personalized learning.

In addition, it is noted that the Board is in the process of changing the policy regarding personal computing devices to enable students to bring their own devices to school for use as a learning tool. For the students who do not have such devices, through this grant and other available funding (grants, local and state funding, donations) the LEA will purchase additional insured devices that students will be able to use at school and at home.

B. The applicant identifies that through local internet providers, economically disadvantaged students' families can contract for internet service for \$9.95 monthly. In addition, a portion of grant funds are allocated to offset this expense for families that cannot afford it. School leadership teams will also be encouraged to open school media centers and Title I Family Centers to families at least twice a month either during the evening or on Saturday, to provide access to content and technology resources in the schools.

The applicant lacks information detailing training and ongoing support that will be offered to parents to facilitate their use of the Portal. In addition, details are lacking to describe any accommodations to addresses the needs of students and parents who lack internet access in their homes related to accessing the Portal. For example, while the applicant makes an attempt to accommodate students and parents' needs, to utilize or borrow school digital resources, more time than twice a month is needed to access the schools' technology centers after school hours.

C. All information technology systems used by the LEA are open data format programs. School Portal and Family Portals which allow educators, administrators, and families to monitor student progress based on college-and-career readiness standards such as the common-core standards. Families and teachers use Community Portal to also participate in career readiness workshops whose instructors can be career development coaches or local entrepreneurs. With Community Portal, students get access to local internship and project opportunities that can lead to future employment or earned experience towards college. All access is controlled through password protected firewalls and based on appropriate clearance levels. Portal accounts will protect all personal student, teacher, and family information and data through the district's firewall and password protection.

D. The applicant clearly describes the existence of the LEA's Local Instructional Information System (LIIS) parts of which are currently operational to ensure record keeping and dissemination of information. They specify that when fully operational, information on the LIIS/Portal system will facilitate disseminating all components of the Pathways project to parents, stakeholders and the community. They note that in addition to human resources data, student information data, budget data, and instructional improvement system data, the system will provide direct links for teachers to access professional development that is aligned with needs that may be triggered according to observation and/or evaluation data. The specify a

Family Portal which has an innovative translation feature that provides full access and enables parents to understand it.

E. Continuous Improvement (30 total points)

	Available	Score
(E)(1) Continuous improvement process (15 points)	15	15
<p>(E)(1) Reviewer Comments:</p> <p>The applicant evidences the development of a strategy for implementing a rigorous and continuous improvement process that provides timely and regular feedback on progress toward project goals and opportunities for ongoing corrections and/or improvements during and after the term of the grant. In addition, they adequately detail how they will monitor, measure, and publicly share information on the quality of its investments funded by the Race to the Top – District grant. They identify the goals of the proposed initiative that are in alignment with the district's Strategic Plan and the Student Learning Plans. They identify these as integrated working blueprints, and living document that reflect the ongoing and expanded, strategic vision, planning, and thinking, of Charlotte County Public Schools and its community. To this end, they reference that upon the receipt of the RTTT-D grant, the proposed program vision, goals and procedures will be integrated into current operations.</p> <p>Continuous improvement is detailed to involve many facets of work in the district. For example, they reference that at each school site, teachers and leaders meet at least monthly to review student data overall, and by grade level, and make decisions and program adjustments if needed. They specify the Partnership and Performance Councils (at each school and the district) will review and discuss the implementation of the proposed initiative and school and district improvement plans and make adjustments as necessary under the guidance of the Project Director. They specify that parents are encouraged to attend and actively participate in discussions and decision making as part of the school improvement process through the School Advisory Committee and the District Advisory Committee meetings.</p> <p>Feedback is referenced as part of the communications process that occurs as school and district level leaders meet at least monthly (Principals', Assistant Principals, Lead Teachers, School Support and Learning Division staff.) These meetings focus on determining how to best serve the needs of the students. In addition, they identify monthly program meetings with the Superintendent, School Board members, Project Director, staff, parents and the community to discuss program progress and elicit feedback and input.</p> <p>To monitor and publically share information on the quality of investment into the proposed initiative, the Director of the Information Communications System Department (ICS) will be responsible for ensuring that an effective flow of information occurs through designed through the web-based Portals and print information releases. The ICS Director will collaborate with the RTTT-D Program Director to provide monthly data and program updates to the appropriate district and school leaders to facilitate meeting and exceeding the goals and objectives of the RTTT-D program. Based on the information provided through the updates, adjustments and improvements will be determined and implemented as quickly as feasible. To ensure the high quality of program performance, the applicant anticipates an optimum timeline is within one month to determine and enact needed changes.</p> <p>The applicant clearly identifies the Program Director to monitor and report on specific data regarding RTTT-D investments related to: progress in attaining program goals; professional development; technology focused on advancing personalized learning environments. While monitoring and program evaluation are ongoing, program progress reports are due to school administrators monthly and to staff and parents no less than twice annually, as a component of the project evaluation. In addition, nine specific monitoring procedures are charted. The results of all monitoring and evaluations will be compiled into a report and be shared with district and community stakeholders, and the public at large, through a variety of communications tools including: district website; public meetings; press releases; and LIIS Portal communications.</p>		
(E)(2) Ongoing communication and engagement (5 points)	5	4
<p>(E)(2) Reviewer Comments:</p> <p>The applicant evidences the development of a high-quality plan to ensure effective ongoing communications and engagement with internal and external stakeholders which is facilitated through a robust, innovative technology communication network, which provides access for all and integrates their ideas, input and influence in a synergistic way. A tiered system of communications with the community, families, students and school staff, provide an interface for all stakeholders. In addition to the communications through digital Portals and print information, communications among students and those who support their learning and growth, and strong engagement in the educational process, will continue to be supported through traditional and digital communications options: meetings, web-site, focus groups, newsletters, telephone, and e-mail.</p>		

The applicant lacks adequate information detailing effective strategies to facilitate on-going communications with non-English speaking parents/guardians/families. This is imperative in view of the fact that 3% of the participating population is identified as ELL students.

(E)(3) Performance measures (5 points)

5

4

(E)(3) Reviewer Comments:

The applicant details performance measure which appear to be ambitious yet achievable, overall and by subgroup, with annual targets for required and applicant-proposed performance measures. They evidence procedures, and timelines which will provide rigorous, timely, and formative leading information tailored to its proposed plan and theory of action regarding the applicant's implementation success. This is evidenced in copiously charting data related to performance measures assessing the number and percentage of participating students, by subgroup whose teacher of record and principal are determined as highly effective. For example, the chart indicates that in the base year of 2011-2012 only 50.% of teachers providing instruction to students in grades 4-8 were ranked as highly quality. They ambitiously propose by 2017 to increase this to 75%. Additional performance measures include increasing kindergarten readiness and increasing the benchmark of 56% readiness in 2011-2012 to 78% by the 2016-2017 school year. Additional performance measures are specified and are clearly aligned to attaining program goals and focus on increasing student's proficiency in math, literacy, graduation and career and college readiness.

Throughout the proposal the applicant details various strategies and method to assess students' progress through traditional and digital tools. Of note, the applicant clearly delineates the implementation of the Leader in Me process and poses to measure the program, by a tool to be developed focused on a perceptual survey tool designed to measure students, educators and parents perceptions as well as successful implementation of the program. In addition, they specify the Program Director will work with the RTTT-D contracted evaluator organization to develop the survey and interpret the results. As a leading indicator, the perceptual survey will be administered to students and educators early in the school year so that it will provide rich data that will contribute to successful planning and integration of the program. The survey will also be administered later in the year to measure the growth and effectiveness of the Leader in Me program.

The applicant provides a detailed description of 12 performance measures

The applicant lacks data related to a high performance plan that is focused on student performance in grades 9-12. Specifically, performance measures lack strategies to evaluate the number and percentage of participating students, by subgroup, who are on track to college- and career readiness based on the applicant's on-track indicator. In addition, in this measure, the applicant lacks baseline data and rather charts "TBD" to define baseline measures.

(E)(4) Evaluating effectiveness of investments (5 points)

5

3

(E)(4) Reviewer Comments:

The applicant develops a limited plan to evaluate the effectiveness of Race to the Top – District funded activities.

The plan specifies components related to conducting local evaluation, internally at each school site, to monitor progress towards district goals. In addition, they identify contracting with an independent and nationally-recognized research organization to conduct a rigorous external evaluation of the RTT-D efforts. They clearly define the overall intent of the evaluation process is to provide valuable formative feedback to the Project staff to inform continuous improvement and a rigorous summative assessment to provide assessment and insight of program's impact.

The applicant identifies that in the first three years of the program a formative study will assess program implementation, addressing the questions related to the extent the initiative. implemented mentoring, community partnerships, academic support, professional development, system supports; and identified the facilitators and barriers to implementation and achieving program goals. In addition, the evaluation will measure the impact of the proposed program efforts on academic and non-academic student outcomes. They identify that evaluation data may include scores on state standardized assessments, post-secondary plans, number of high school and college credits accumulated, courses taken, and whether a student graduates from high school.

Although some elements of a high quality plan are evidenced, specific information is lacking detailing strategies to assess the effectiveness of RTTT-D and district funds for professional development and/or any activities that employed technology, and to more productively use time, staff, money, or other resources in order to improve results, through such strategies as improved use of technology.

F. Budget and Sustainability (20 total points)

	Available	Score
(F)(1) Budget for the project (10 points)	10	9
<p>(F)(1) Reviewer Comments:</p> <p>A. The applicant has developed a detailed budget which identifies the allocation of sufficient funds that will support the project. This is evidenced in the applicant detailing the rationale for each position and resources allocated in the budget. For example, related to personnel, the applicant provides supporting details and programmatic reasons to support the hiring of all program staff. They specify: the title of the position to be compensated under this project; the role/responsibility of that position; the reason the position is necessary to implement the project, and a calculated salary based on a per hour rate. For example, they specify the Project Director, RTTT-D will provide leadership and coordination in planning, developing, monitoring and delivering RTTT-D grant funded goals, objectives, activities and budget that meet the needs of targeted populations being served by the grant and align with district, state, and federal education goals. The Project Director's estimated salary of \$45.40/hr.; 8 hr. /day; 250 days/yr. = \$90,800/yr.</p> <p>B. The applicant details a budget that is reasonable and sufficient as evidenced in the fact that since the position of the Project Director will be hired and begin work by Feb. 1, 2013, the person will be compensated for 41.66% of a year plus all of SY2013-14. A very clear and concise job description is included. In relation to supplies, each line item is correlated to the reason for them this is evidenced in Office Supplies for Project Director and Administrative Assistant including: (2) laptop computers, 1 iPod for PD, portable projector for presentations in the community, copy paper and ink, pencils, pens, file folders, to facilitate setting up their offices. Allocation for office supplies including laptop computer with software is calculated @ \$1,538.86 each plus iPod for Project Director @ \$598; \$100.00 allocation each for copy paper and ink, flash drives, disks, pencils, pens, file folders, etc. for a total of \$4,425.00.</p> <p>C. The applicant clearly specifies that Title I and IDEA funds will be dedicated to the program. The applicant lacks details to identify the source of all additional funds. While a category is stated with funding, the sources of these funds are not identified</p> <p>(ii) One time expenses are clearly identified as exemplified in the allocation for technology.</p>		
(F)(2) Sustainability of project goals (10 points)	10	10
<p>(F)(2) Reviewer Comments:</p> <p>The applicant evidences the development of a high-quality plan for sustainability of the project's goals after the term of the grant. The plan clearly identifies support from State and local government leaders and financial support. It includes a detailed budget for the three years after the term of the grant, asserting budget assumptions, potential sources, and creative use of existing funds. For example, they identify a proactive approach to sustainable strategies, asserting that they began the program design with the end in mind. This proposed planning strategy enabled the applicant to continually build capacity with the funds and resources and support during the funded period, and to ensure investment which will enable program continuation beyond the grant period.</p> <p>The applicant appears to have a practical and realistic view on sustainability stating that economically, the fiscal position of the district in 2017 is an unknown element, and therefore, the ongoing costs implemented during the grant must be reduced systematically in areas that the district is not prepared to continue with limited state, local, entitlement or foundation grant funds at the end of the grant period. For example, they have considered the possibility of reducing Personnel costs (salary and fringe benefits) toward the end of the grant period which they state may be accomplished through attrition, cross-training, and having staff consolidate position responsibilities. They identify that while the Instructional Materials/Assessment Assistant and the Tech Assistant positions are both essential at the beginning of the grant period, through cross training between staff, their responsibilities may be able to be blended or reassigned at the end of the grant period. In addition, they identify they anticipate some of the Community Relations staff may retire mid-way through the grant period enabling a grant funded position to be absorbed into Community Relations position.</p> <p>They aptly note that, travel expenses will be eliminated at the end of the grant period, as the activities for which the travel was necessary will no longer be occurring. Equipment is a minimal expense in the grant, and the items included are one-time purchases. Any replacement costs will be taken on by the LEA.</p>		

Supplies and materials to implement the various grant programs will be reduced after the grant and professional development can be sustained through creating the 'train the trainer' model. They propose to train different people in different areas of the grant to lessen any potential burden on local taxpayers.

Competitive Preference Priority (10 total points)

	Available	Score
Competitive Preference Priority (10 total points)	10	8

Competitive Preference Priority Reviewer Comments:

Overall, the applicant presents an adequate response in effectively detailing most of the six sub sets of the Competitive Preference Priority focused on integrating public and private resources in a partnership designed to augment the schools' resources by providing additional student and family supports to schools that address the social, emotional, or behavioral needs of the participating students. Weakness are noted specifically related to partnership elements of this criteria.

1. The applicant provides an extensive description of the coherent and sustainable partnerships which they have formed with public or private organizations to address the needs of students and support the proposed initiative. Focused on creating partnerships to serve the whole child, they advance the concept of "it takes a whole village to raise a child." such as public health, before-school, after-school, and social service providers. They reference the fact that district resource predominantly focus on instruction and therefore it is critical to have collaboration with other community resources to address the needs of the whole child. They aptly chart community partners with whom they are currently engaged and propose that the full implementation of the Portal System will serve to expand the number of partners and their roles. They chart partnership with 28 community agencies which include: government such as the Charlotte City government referencing the County Human Service Department division that provides an array of self-sufficiency programs and with the Juvenile Justice Council which serves as an interagency council who reviews gaps in program services in order to be proactive support to the needs of juvenile offenders. Additional partners are detailed such as Head Start; YMCA Children Services Council CHIP and Higher Education.

2. The applicant identifies eight population-levels desired results for students in the target population that align with and support the applicant's broader Race to the Top – District proposal. These include both educational and non-education outcomes. For example, they specify to serve pre-school students ages birth to three years and engage family and community to work together for a desired result. In this population, one of the desired results is stated that by the end of the grant period a partnership with the Imagination Library (through Charlotte Players and the Dolly Parton Foundation) a result will evidence 2500 pre-school youth enrolled and receiving books monthly from the program. The applicant states the district will provide parents with strategies for reading with children which will result in improved early literacy and skills readiness for kindergarten.

3. A. The applicant effectively describes how the partnership will track the selected indicators that measure each result at the aggregate level for all children within the LEA and at the student level for the participating students This is evidenced in the applicant's partnership leaders tracking the selected indicators that measure the population desired results according to the data available for each indicator. For example, student level indicators (quantitative and qualitative) on academic proficiency and growth, as well as affective data, will be reviewed and analyzed. They also specify that educator data will also be reviewed and analyzed to examine links between student outcomes and educator outcomes. The partnership leaders will also gather the information for RTTT-D reports, and also to provide the Superintendent, RTTT-D Advisory Council, district and school site staff, and stakeholders with regular progress updates. Some of the information will come through the Portal system and other information will come from partnering agencies

B. The applicant clearly identifies the use of on-going student assessment data to target its resources in order to improve results. For example, as needed, funds and services and dedicated resources to address high-needs student such as youth with disabilities, English learners, and students affected by poverty and child welfare issues. This is evidenced in the applicant identifying that through established collaborative processes in the district, the information on the implementation results of the indicators will be used at the school and district level and in the partnering community agencies to: determine if implementation is occurring as intended; determine if results indicate that adequate resources are being channeled to address areas of need; and to determine what is needed to ensure program progress.

They designate the Project Director as responsible to facilitate the dissemination of data and the discussions related to each of the indicators with the appropriate staff and stakeholders.

C. The applicant charts information detailing the development of a strategy to scale the model beyond the participating students to at least other high-need students and communities in the LEA over time. This is evidenced in the applicant's expressed intention intent to implement the RTTT-D components in stages, building upon what is learned from each component at each grade level before moving forward.

D. The applicant clearly identifies that the partnership will demonstrate improvement over time and will use results from the reporting process to make adjustments. They identify the use of the Portals for a video conferencing tool to facilitate communications with partners..

4. The applicant specifically describes how the partnership will, within participating schools, integrate education and other services for participating students. This is evidenced in the fact that the school presently shares facilities with numerous partnering agencies to integrate services t for students and families. For example, the applicant provides office space to Charlotte Local Education Foundation, Drug Free Charlotte County, Florida Kindergarten Readiness Screeners (FLKRS), Head Start, Early Head Start, and, the Homeless Education Project. Some groups that serve students in the participating school facilities are offered a low or no cost such as: the Boys and Girls Clubs/21st Century Community Learning Centers and the YMCA.

5. A. The applicant references their commitment to continue to build the capacity of staff to assess, identify and inventory the needs and assets of students, the school and community for improving the education and family/community supports identified through the analysis of data currently available and being planned by community partners. However, supporting documentation or examples of this commitment are not provided.

5 B. The applicant responds to the criteria with limited information in identifying two partnership whose endeavors are aligned with those goals for improving the education of the and family and community supports. For example, partnership with Drug Free Charlotte County, and their data source of annually surveying students in middle and high schools regarding short and long term use of drugs and alcohol, provides the applicant with valuable information, at no cost, detailing the social and emotional needs and insight of youth related to a safe and health culture of the school and community. While the applicant references many partnerships with community organizations throughout the grant, it appears that information is limited in response to this criteria..

5 C The applicant adequately identifies the fact that their program's infrastructure to select, implement and evaluate supports that address the individual needs of students, and make decisions that will support improved results is well established in the Charlotte County Public Schools. They identify the fact that each school and the LEA have a Partnership and Performance Council (PPC). They reference the fact that these collaborative bodies grew from initial labor-management partnerships that began in 2003. The PPC is referenced as the school and district group that reviews relevant data and makes decisions that create the school/district improvement plans

D. The applicant clearly details endeavors that engage parents and families of participating students in both decision-making about solutions to improve results over time and in addressing student, family, and school needs. This is evidenced in referencing the fact that currently, all parents are welcome and encouraged to participate in the School Advisory Council (SAC), where they will participate in discussions about school-wide data, initiatives for students and parents, and making plans for the next school year. The SAC officers participate with the school's PPC in writing and reviewing the school's Student Success Plans, and planning for the amendments to the plan that may be needed during the year. With the establishment of the Portal system, information will become more accessible to parents, and notifications will come directly to them regarding information related directly to their students, or about the school. CCPS anticipates that the Portal system will greatly increase parental engagement not only in the educational process of their children, but also in the decisions and planning for improvements to school and district educational initiatives. The translation component of the Family Portal (recently activated) engages ELL parents who have struggled to have access to data and information due to language barriers.

E. The applicant presents limited information which specifies routinely assessing their progress in implementing its plan to maximize impact and resolve challenges and problems. For example, they identify the fact that internal program evaluation procedures are in place and that they will contract with an external, independent research organization to conduct a rigorous evaluation of the RTTT-D program. The evaluation will provide valuable formative feedback to CCPS to inform continuous improvement and will include a rigorous, summative assessment of the program's impact. However, information is lacking specifically related to routinely assessing their progress in implementing its plan related to the partnership and LEA building the capacity of staff in participating schools by providing them with tools and supports.

6. The applicant identifies its annual ambitious yet achievable performance measures for the proposed population-level and describes desired results for students. For example they identify a goal to expand the Imagination Library enrollment from current baseline of 450 students to reach 1100 by 6/30/14.

Absolute Priority 1

	Available	Score
Absolute Priority 1	Met/Not Met	Met

Absolute Priority 1 Reviewer Comments:

The applicant presents a well developed response to the criteria identifying specific endeavors on how it will build on the core educational assurance areas to create learning environments that are designed to significantly improve learning and teaching through the personalization of strategies, tools, and supports for students and educators. For example, they identify the fact that when the program is fully implemented, information on the LIIS/Portal system will facilitate disseminating all components of the Pathways Project to advance expansion and replication.

Personalized learning environments enable student progress aligned to: college- and career-ready standards or college- and career-ready graduation requirements; accelerating student achievement and deepening student learning by meeting the academic needs of each student; increasing the effectiveness of educators; expanding student access to the most effective educators; decreasing achievement gaps across student groups; and increasing the rates at which students from high school prepared for college and careers. This is clearly evidenced in: expanding the Imagination Library to provide information to parents to read to children to ready them for school detailing partnerships which clearly build on core assurance areas; the Leader In Me and Covey program to build self esteem and confidence in learning and the Career Advisor Groups have been created with business persons to meet monthly with students to provide career and workforce information and insight and also incorporate mentoring of youth; the Career Academies that provide high school students personalized learning environments.

Total	210	193
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